LSPPC6

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*Multimodality and Beyond:
Addressing complexity and emerging needs in LSP*

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Paper Abstracts

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CityU **Department of English**
香港城市大學
City University of Hong Kong

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Contents

Plenary Speeches and Workshops

Professor Diane Belcher

Plenary Speech

Defining the Elusive "Digital Genre"
and Contemplating Implications for LSP Research and Pedagogy

Abstract. In early research on digital genres, Miller and Shepherd (2004) explored a then relatively new genre called the weblog. Five years later, Miller & Shepherd (2009) backtracked and argued that the blog was not really a single genre so much as a "multiplicity" of new genres made possible by a new medium, calling attention to the difficulty of distinguishing new genres from new media. In LSP, recent research on the research blog (Luzón, 2013, 2018) appears to suggest how distinctive a new genre it is, offering new opportunities for "social action," the defining purpose of genre according to Miller (1984), as well as for translingual practices (Canagarajah, 2013). In research on another new professional digital genre, the science video methods article, Hafner (2018), employing multimodal genre analysis, offers evidence of how technology-enabled semiotic resources can facilitate genre innovation. Expertise in such new genres as the video methods article, Hafner suggests, is not easily separable from expertise in new modes. What do we mean when we use the term digital genre? Is any digitally-mediated genre a digital genre? Does a new medium automatically produce new genres as it enables various modes, or are genres more often surprisingly stable across media (Giltrow & Stein, 2009; Heyd, 2016; Pérez-Llantada, 2013, 2016)? Does it even matter, and if so, why? This paper will argue that such questions do matter. Without a working definition of digital genre, how will we recognize these new discursive demands placed on language users when we see them? How will we arrive at an understanding of them—what forms they take, how they function, what they enable, how they might be taught—hence prepare language learners to navigate, critically consume, and agentively produce them? Heyd (2016) mentions that there was a time in earlier Internet history when it was thought that the apparent proliferation of new genres would slow down and stabilize. In fact, with accelerating technological change, the opposite has happened. Emerging genres can be, as Tardy (2015) points out, "bewildering," in their "fuzzy" demands on users, but concurrently "liberating," with new opportunities for creativity, agency, and audience outreach. Helping academic and professional language/literacy learners negotiate these new opportunities is a service that LSP specialists should be especially well suited to provide.

1

Workshop

Leveraging Digital Multimodality in the Teaching of All Linguistic Modalities for Academic Purposes

Abstract. This workshop will explore how the teaching of academic reading, writing, listening, and speaking can, individually and in various combinations, be enhanced by a digital multimodal approach. More specifically, learning goals addressed will include successful navigation of multimodal reading, with visual images as well as verbal text, of multimodal listening in multimedia contexts, and of digital composing of written and spoken multimodal ensembles as a collaborative process. Sample classroom activities for specific digital genres will be presented and critically discussed, and sample learner assessment rubrics shared and examined. Hands-on participant activities will include development of variations on presented materials that would be suitable for multiple proficiency levels. Also included will be discussion of ways in which critical reading and listening and audience-aware and responsive writing and speaking can be promoted through digital multimodal activities.

Bio of the speaker: Diane D. Belcher, Professor and Chair, Applied Linguistics and ESL, Georgia State University, Atlanta, GA, USA. Former co-editor of the journals English for Specific Purposes and TESOL Quarterly, she has also guest edited three special issues of the Journal of Second Language Writing and currently serves as co-editor of a teacher reference series titled Michigan Series on Teaching Multilingual Writers. Her publications include eight edited volumes, chapters in a number of books, and articles in such journals as the Annual Review of Applied Linguistics, Applied Linguistics Review, and Journal of English for Academic Purposes. Her research interests mainly focus on advanced academic literacy.

Professor Guangwei Hu

Plenary Speech

What Surprises Academic Writers: A Diachronic Perspective

Abstract. The past decade has witnessed a burgeoning interest in examining academic discourse from a diachronic perspective. Studies have been conducted to investigate how various language features in general and metadiscourse in particular have changed over time. This growing body of research has provided strong evidence of how academic discourse has evolved shifting conventions to respond to major developments in the larger academic and social contexts, such as the changing nature of academic publishing, the expanding readership of scholarly publications, the prevalence of institutional appraisal systems, and new research practices. One problem in extant diachronic studies, however, is that linguistic features of interest were often examined at an aggregate level; consequently, more subtle patterns of use were obscured. Take attitude markers for example. It is not clear whether observed shifts in the aggregated frequencies of attitude markers are true of different types of attitude or only some of them. Nor is it clear how the expression of a particular type of attitude interacts with other metadiscoursal resources. To investigate these issues has the potential to shed light on more subtle diachronic changes to academic discourse and knowledge-making practices. This presentation reports on a corpus-based study that set out to address questions of this nature by drawing on frame semantics and integrating conceptually related information into a more fine-grained analytical framework. The study examined the linguistic expressions of surprise in applied linguistics research articles across a span of 30 years to understand how surprise as a knowledge emotion partakes in the construction of scientific knowledge.

Workshop

Publishing LSP Research in Academic Journals:
Processes, Practices, and Strategies

Abstract. Academics around the world, especially junior ones, are under increasing pressure not only to publish but also to publish their research in high-impact journals. This interactive workshop is intended to help junior academics become familiar with the common editorial processes involved in publishing their work in refereed journals. Drawing on my experience as an author, a reviewer for many academic journals, and co-editor of Journal of English for Academic Purposes, I share practices and strategies that have worked for me in my efforts to publish. Some of the topics to be covered include finding the right

journal, finding a niche, qualities that editors and reviewers look for in a paper, pitfalls to avoid, and responding to editors and reviewers.

Bio of the speaker: Guangwei Hu is Professor of Language and Literacy Education in the Department of English, The Hong Kong Polytechnic University. His research interests include academic discourse, English for specific purposes, English for academic purposes, and second language writing. He has published extensively on these and other areas in refereed journals and edited volumes. He is co-editor of Journal of English for Academic Purposes and serves on the editorial boards for several other academic journals including English for Specific Purposes, Publications, and Journal of English for Research Publication Purposes.

Professor Kay O'Halloran

Plenary Speech

Multimodality and Beyond

Abstract. I provide an overview of the recent theoretical, methodological and analytical trends in multimodal research, specifically focusing on how different approaches (e.g. critical discourse analysis, conversation analysis, social semiotics, systemic functional linguistics, and interaction analysis) (Bateman, Wildfeuer, & Hiippala, 2017; Jewitt, 2014; Jewitt, Bezemer, & O'Halloran, 2016; O'Halloran, 2011) have addressed the complex problems arising from studying the integration of language with other resources, such as images, gesture, movement, space and so forth. I explore how the different approaches have addressed the evident need to account for (a) resources other than language and (b) the meaning which arises as choices combine in texts, interactions and events. In doing so, I explain how these investigations have shed light on the nature of language itself in terms of its functions and underlying organization. Indeed, it is possible to see how various forms of language use (e.g. scientific writing) have evolved in tandem with other semiotic resources (e.g. symbolism and visual forms of presentation). These insights have significant implications for understanding how language is used for specific purposes – i.e. not as an individual resource, but rather as part of an integrated whole. Lastly, I explore how various digital approaches have been developed to handle the multi-dimensional complexity of multimodal analysis, in particular for the analysis of dynamic media such as videos. This discussion includes the development of mixed methods approaches, purpose-built software, automated techniques and the latest trends in big data approaches to multimodal analysis (O'Halloran, Tan, & E, 2017; O'Halloran, Wignell, & Tan, 2020 in press).

Workshop

Multimodal Approaches to Language, Image and Video Analysis

Abstract. A multimodal approach to language/image and video analysis is introduced in this workshop. Participants will be provided with a theoretical overview of multimodal approaches to language, image and video analysis. In addition, participants will use purpose-built software applications Multimodal Analysis Image1 and Multimodal Analysis Video2 to analyse text/image and video files (e.g. O'Halloran, Tan, & E, 2017). The software applications have facilities to organize and code the analysis of language, image and other resources according to different systems of meaning using (a) overlays for text/image analysis; and (b) time-stamped annotations for video analysis. In the case of videos, the time-stamped annotations can be viewed as an interactive visualization where combinations of multimodal choices are displayed over time. In this way, it is possible to investigate how multimodal resources combine to create meaning at different phases and to identify key patterns. Participants will have the opportunity to practice

multimodal analysis using the software applications and to discuss the implications of a multimodal approach for teaching and learning language.

Bio of the speaker: Professor Kay O'Halloran is Chair Professor and Head of Department of Communication and Media in the School of the Arts at the University of Liverpool. She is an internationally recognized leading researcher in the field of multimodal analysis, involving the study of the interaction of language with other resources in texts, interactions and events. A key focus of her work is the development of digital tools and techniques to handle the complexity of multimodal analysis. She is currently developing mixed methods approaches that combine multimodal analysis, data mining and visualisation for the analysis of large datasets of multimodal texts.

Professor Li Wei
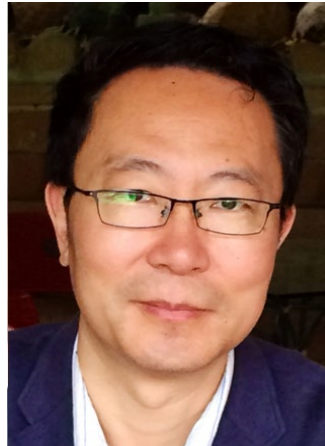
Plenary Speech

*Rethinking LSP, Academic Language and Professional Communication
from a Translanguaging Perspective*

Abstract. Translanguaging transcends boundaries: boundaries between named languages, and boundaries between language and other cognitive and semiotic systems. Translanguaging also transforms the way we think and talk about things, including language, cognition, and learning. In this thinking aloud piece, I want to explore the implications of translanguaging for languages for specific purposes (LSP) and professional communication. In particular, I want to reflect on the notions of LSP and academic language in terms of knowledge systems, power dynamics, and social justice. I also want to explore alternative ways of thinking and talking about professional communication. Classic sociolinguistic and sociological concepts of 'prestige' and 'privilege' will be discussed with examples of communicative practices of transnational and transcultural individuals and communities in professional contexts.

Workshop

Translanguaging: What Is It About and Why Is It Necessary?

Abstract. This workshop traces the developments of translanguaging as a pedagogical approach, an analytical perspective and a theoretical construct. It will take the participants through diverse genres of translanguaging practices, and demonstrate what translanguaging analysis does and what added values it has.

Bio of the speaker: Li Wei is Chair Professor of Applied Linguistics at University College London (UCL) and Director of the UCL Centre for Applied Linguistics. His research covers different aspects of language contact, bilingualism and multilingualism. His publications won the British Association of Applied Linguistics Book Prize twice, in 2009 for The Blackwell Guide to Research Methods in Bilingualism and Multilingualism (with Mellisa Moyer), and in 2015 for Translanguaging: Language, Bilingualism and Education (with Ofelia Garcia). He is Editor of the International Journal of Bilingual Education and Bilingualism and Principal Editor of Applied Linguistics Review. He is a Fellow of the Academy of Social Sciences (AcSS), UK.

Professor Jürgen Streeck

Plenary Speech

The Emergence of Conceptual Actions

Abstract. In this talk I will present a hypothesis about the emergence of semantic and pragmatic/interactional hand gestures—what I call 'conceptual actions'. Conceptual actions conceptualize elements of discourse content or of the interactional process, including the speaker's communicative act. My hypothesis is that these gestures are abstracted from practical actions in the material world and that their conceptualizing force consists in the projection of the senses inherent in these actions onto the discourse domain. However, many conceptual gestures are communally shared or 'recurrent' (Bressem & Müller 2014; Müller 2017) and thus clearly not taken from the speaker's own practical life-world experiences, but rather acquired as gestures, by observing and copying other speakers. Their emergence must therefore be conceived as a two-stage process, genesis and circulation, an initial abstraction of an enactive, gestural form from a practical, 'real-world' action, occasionally followed by repetition by self and others and sometimes becoming sedimented as a socially shared form, enacted in an ever-wider range of contexts. My data are taken from a variety of work and interaction situations, and I try to show that the emergence of conceptual gestures has much, though by far not everything, in common with grammaticalization processes in natural languages. Both processes share a common logic. But while gestures rarely if ever grammaticize, they may very well undergo 'bleaching' and 'erosion', processes characteristic of grammaticalization. My hypothesis provides an alternative to a certain cognitive-linguistic approach to semantic and pragmatic gestures, namely that these are expressions of independently held conceptual metaphors. If we assume body-mind unity, conceptual gestures are not representations of conceptual metaphors but do the metaphorizing themselves, providing enactive schemata that the evolving lexicon of the spoken language can draw from, as is illustrated by Latin, German, and English speech act verbs that literally refer to acts of the hands (Streeck 2009).

Workshop

Interactive Gestures

Abstract. In this workshop we will explore forms and functions of hand gestures whose overall role seems to be the embodiment of some aspect of the communicative action and interaction. These gestures, which often appear to be communally shared, are interesting because they not only display and structure, but also conceptualize, i.e., make sense of, the situation at hand. We explore these gestures in three kinds

8

of video recordings: 1. short clips of 'recurrent' interactive gestures; 2. videotaped moments during which features of initially environmentally coupled or iconic gestures are repeated, but change interactional function; and 3. conversational moments rich in interactive gesturing. Participants are invited to bring their own video examples of these gesture modes to the workshop.

Preparation:
Streeck, J. (2009). Gesturecraft – The Manu-facture of Meaning. Ch.8
Streeck, J. (2017). Self-Making Man. A Day of Action, Life, and Language. Ch.5

Bio of the speaker: Jürgen Streeck (Ph.D. FU Berlin) is professor of communication studies, anthropology, and Germanic studies at the University of Texas at Austin. His work is devoted to the microethnographic study of talk and embodied interaction in everyday life, and he investigates embodied interaction from the perspective of body-mind unity. In 2002 he organized the founding conference of the International Society of Gesture Studies and subsequently served as its inaugural president. Among his books are Social Order in Child Communication (1981); Gesturecraft – The Manu-facture of Meaning (2009); Embodied Interaction. Language and the Body in the Material World (ed. with C.Goodwin & C.D.LeBaron); Self-Making Man. A Day of Action, Life, and Language (2017); Intercorporeality. Emerging Socialities in Interaction (2017, ed. with C.Meyer & J.S.Jordan); and Time in Embodied Interaction (2018, ed. with A.Deppermann).

Invited Panels

Gestures in Teaching and Learning

Panel Chair: Renia Lopez-Ozieblo (The Hong Kong Polytechnic University)

Gesture in Teaching and Learning

Panel Abstract. Multimodal content is known to benefit learners by allowing encoding of new information in more than one modality-specific system, which strengthens the memory trace. Meaning-making hand gestures occurring with speech have also been found to benefit learning, both when these are observed and enacted. Gestures help learners to communicate their thoughts but also to develop them internally. Renia Lopez-Ozieblo will open this panel with an introduction to gestures in teaching and learning. However, conflicting results from studies comparing native and second language speakers might call into question the benefits of this approach as not all learners gesture in the same way or benefit equally profit from their use by others. In multi-cultural classrooms, it is important to recognize that the links between concept, culture and language vary between learners and thus in how they might be processed or reflected in the gesture. Marianne Gullberg, Gale Stam and Elena Nicoladis will discuss these issues in more detail, including brief theoretical introductions and practical observations from their studies. Nevertheless, classroom-based studies highlight the benefits of gestures in interactions between teachers and students and among students, where gesture is used collaboratively to discuss ideas and to present students' own learning. Gestures give teachers another tool to help understand and evaluate how students are learning and where their difficulties might lie. In some cases, such as students with special needs, gestures might be an alternative instrument to develop their interactional and social competence. Tania Smotrova, Simon Harrison and Wing Chee So will highlight the benefits of gestures in the classroom and provide gesture-related pedagogical recommendations for educators.

Elena Nicoladis (University of Alberta)

Gesturing in L1 and L2

Abstract. Co-speech gestures serve multiple functions in communication, including helping the construction of a speaker's message and emphasising some aspects of the co-occurring speech. Some previous research has shown that bilinguals differ in their use of gestures in their two languages. Several studies have shown that bilinguals' frequency of gesture use is highly correlated across languages. This finding holds true across different language pairs, age groups (children and adults) and discourse types (i.e., storytelling and language history interviews). Why might there be such consistent correlations across languages? One possibility is that bilinguals have cognitive abilities that underlie gesture use in both languages, such as verbal working memory. However, studies with bilinguals have shown inconsistent results with regard to working memory as a predictor for gesture frequency. Another possibility is storytelling style. Previous research has shown that monolinguals show cross-cultural differences in storytelling style. In some cultures, storytellers focus on what happened and how it happened (chronicle style). In other cultures, storytellers focus on what happened and why it happened (evaluative style). I show results from a study comparing bilinguals with L2 English and four different L1s: Spanish, French, Hindi, and Mandarin. Speakers of Romance languages gestured more than speakers of Asian languages in both languages. The speakers of the Romance languages tended to use a chronicle style and the speakers of the Asian languages an evaluative style. They used the same style in both of their languages. These

10

results suggest that gesture use is strongly related to discourse style. In this talk, I will consider evidence for the similarity of gesture use across two languages. I argue that a storytelling style is learned in childhood and strongly influenced by schooling. Bilinguals tend to use the same style of storytelling in both their languages and gesture use follows suit.

Gale Stam (National Louis University)

Gesture and Thinking for Speaking in Second Language Acquisition

Abstract. Languages differ typologically in how semantic domains such as motion, space, and temporality, are indicated lexically and syntactically. For example, cross-linguistic research on motion events has shown that speakers of typologically different languages have different patterns of thinking for speaking (TFS) linguistically and gesturally (McNeill & Duncan, 2000; Slobin, 2006; Talmy, 2000). Speakers of verb-framed languages, like Spanish, express path linguistically and gesturally with verbs, while speakers of satellite-framed languages, like English, express path linguistically and gesturally with satellites. Slobin (1991) has proposed that these different patterns of thinking for speaking are learned in first language acquisition and are resistant to change (Slobin, 1996). Stam (1998) and Cadierno and Lund (2004) have argued that second language (L2) learners must often learn a different pattern of thinking for speaking. Co-speech gestures provide an enhanced window onto the mind through which mental representations can be observed. They consequently provide information about speakers' thinking that speech alone does not (e.g., McNeill & Duncan, 2000; Goldin-Meadow, 2000; Stam, 1998, 2006, 2010). Studies on second language (L2) learners' linguistic and gestural TFS patterns have found that in some cases, L2 learners were still thinking for speaking in their first language (L1), whereas in others, their TFS patterns were somewhere between their L1 and their L2 (for reviews see Stam, 2015, 2017). In this talk, I will present an overview of L2 thinking for speaking studies. I will discuss why it is important to look at gestures in these studies and not just speech. I will present findings from several studies (Stam, 2017; Stam & Brookes, 2018; Stam, Lantolf, Buescher & Smotrova, 2019) that illustrate that we cannot understand learners' L2 thinking for speaking and how it changes without looking at gestures.

Marianne Gullberg (Lund University)

Gesture in Second Language Acquisition - Changes with Proficiency

Abstract. A key issue in the study of second/foreign language acquisition is when and how changes in emerging language skills occur and develop. Measuring such shifts in what is known as proficiency is a staple in language education and acquisition research. Over the past two decades studies have also started to examine changes in second language (L2) users' (manual) gestural behaviour as a function of shifts in their language skills. In this talk I will briefly review two domains of L2 gesture production examined as a function of proficiency: gesture rate and crosslinguistic influence. Expectations have generally been: fewer gestures with better language skills (especially lexical skills), and more 'target-like' behaviour with increased proficiency. However, results are somewhat conflicting and do not always follow expectations. Increased proficiency does not necessarily lead to fewer gestures, and speech seems to shift towards the target language before gestures do. I will discuss these surprising effects and highlight some methodological and theoretical issues to be considered. I will discuss the challenges of establishing (meaningful) proficiency levels, the difference between formal proficiency (e.g., accuracy and CALP*

measures) vs. fluency, and the effects of our chosen approach to gestures (coding schemes, functional categorisation, etc.). *CALP= Cognitive Academic Language Proficiency (Cummins, 1979).

Simon Harrison (City University of Hong Kong)

Gesture in Assessed Speaking Activities: A Research Overview of Oral Presentations and Group Interaction

Abstract. Speaking activities including oral presentation and group interaction are assessed with criteria that often include specific comments about gesture, making an overview of relevant research potentially valuable to researchers, teachers, and students. In the domain of oral presentations, for instance, we can recognize studies describing gestures in assessed expository speeches in foreign language classes (Tabensky, 2008; Carney, 2013; Busà, 2015), studies of conference-style presentations from multimodal discourse perspectives (Hood & Forey, 2005; Morell, Garcia, & Sanchez, 2008; Morell, 2015), observations of multimodality and gestures in studies of TED (García Pinar & Pallejá López, 2018; Wu & Qu, 2020; Masi, 2019, 2020; Valeiras-Jurado, 2019), and research on the presenters' interaction with visuals (Morton, 2006; Rendle-Short, 2006; Knoblauch, 2008, 2013; Harrison, under review). Researchers hold different opinions on what, how, and even whether or not to explicitly teach gestures. Gestures in assessed group interaction are a central but understudied aspect of interactional competence (Galaczi & Taylor, 2018; Plough, Banerjee & Iwashita, 2018). One small scale study found weaker students to gesture less frequently, use a less diverse array of gestures, and engage in "irrelevant gestural behaviors" (Gan & Davison, 2011, p. 116). Other researchers have documented the role of pragmatic gestures to distribute turns and respond contingently (Lam, 2015), to make claims, take a stance, present suggestions, and introduce new ideas (Gan & Davison, 2011), and to manage interactive difficulties (Gullberg, 2014). The centrality of gestures to group interaction is evident in studies of examiner feedback (Nakatsuhara, May, Lam & Galaczi, 2016; Gullberg, 1998; Jungheim, 2013), yet empirically-informed pedagogical materials for teaching about gesture in group interaction are lacking (Young, 2002; Nakatsuhara, May, Lam & Galaczi, 2016). By surveying a diverse body of research, this paper offers an overview of the various topics, debates, pedagogical implications, and perceived gaps.

Tania Smotrova (National University of Singapore)

Teacher - Student Collaborative Gestures in the Classroom

Abstract. Recent decades have seen an increasing research interest in the role of gesture in the process of teaching-and-learning occurring in the classroom (e.g., Pozzer-Ardenghi & Roth, 2008; Rosborough, 2011; Zhao, 2007). These studies indicate that in their classroom interactions, teachers and students tend to use gesture collaboratively in discussing different concepts and meanings (e.g., Eskildsen & Wagner, 2013; Matsumoto & Dobs, 2017; Smotrova & Lantolf, 2013). Specifically, they imitate each other's gestures, producing gestural repetitions termed by McNeill (1992; 2005) as "catchments". Classroom studies show that such catchments fulfil a range of functions that make them conducive to learning. They help to maintain coherence of classroom discourse, establish shared understandings, and build rapport and effective alignment. These functions of catchments as gestural imitations are important because, according to Vygotsky (1987), imitation is a primary mechanism for learning, which aligns with findings on mirror neurons (e. g. Rizzolatti & Craighero, 2004). Indeed, studies show that students appropriate teacher gesture and use it as a tool for their learning (e.g., van Compernolle & Smotrova, 2014; Smotrova, 2017). Interestingly, teachers also appropriate student gesture and use it as a pedagogical tool

(Rosborough, 2011). These findings point to the importance of teacher-student collaborative gestures in the process of learning occurring in the classroom. Therefore, both teachers and students need to be made aware of the importance of gesture as a teaching and learning tool and make it part of their interactional competence for teaching (ICT) and interactional competence for learning (ICL - Hall, 2014; Matsumoto & Dobs, 2016). This presentation will overview the major studies on collaborative gesture and present the most illustrative cases reflecting the pedagogical functions of catchments. It will conclude with recommendations for LSP educators with regards to pedagogical uses of gesture.

Wing Chee So (Chinese University of Hong Kong)

Robot-Based Intervention Facilitates Communication in Children with Autism Spectrum Disorder (ASD)

Abstract. In comparison to typically developing (TD) children, children with Autism Spectrum Disorder (ASD) have delayed development of gesture comprehension and production. In general, children with ASD who are aged below six gesture less often than both typically developing (TD) and developmentally delayed (DD) children of the same age. Most autism research on gestural production has been conducted among children below six years of age. Very little is known about gesture use among older children and adolescents with ASD. My recent studies showed that gesture delay is found among six- to 12-year-old (i.e., school aged) children with ASD. Compared to their typically developing counterparts, school-aged children with high-functioning ASD (IQs > 70) gesture less often and use fewer types of gestures, when interacting with caregivers. School-aged children with autism also have difficulty producing iconic gestures at specified locations to identify entities when they are verbally demonstrating daily life activities. Early intervention is the key for success in improving their communication skills and social competence before they enter mainstream primary schools. Social robots have been widely used in therapy for individuals with ASD in the past decade. A theory- and robot-based intervention, namely Robot for Autism Behavioral Intervention (RABI), has been recently developed. RABI teaches Chinese-speaking children with autism to recognise, imitate, and produce different gestures demonstrated by social robots. Previous findings have shown positive learning outcomes. More promising, these outcomes were able to be generalised to human-to-human interactions. RABI also closed the knowledge gap on gesture production between TD and ASD children. Additionally, previous research has also shown that children with ASD learn equally well in the robot- and human-based interventions, suggesting that robot-based intervention can serve as an effective intervention alternative to human-based intervention.

Specialised Genres Online

Panel Chair: Christoph Hafner (City University of Hong Kong)

Specialised Genres Online

Panel Abstract. The concept of genre has served as an important tool in LSP research and pedagogy, providing an accessible way into the routine language practices of specialized discourse communities. In recent times, the affordances of digital media have reshaped specialized community practices in a number of ways. First, internet communication has facilitated interaction of specialists with a wider, more diverse audience than before. For example, social media provides a context where specialists can come into contact with interested amateurs as well as members of the general public, leading to the formation of potentially more diverse kinds of communities. Second, digital tools for project management, writing, and communication open up new avenues for collaboration. And finally, the easy manipulation of multimodal resources has increased the amount of multimodal expression seen in specialized genres. These kinds of developments have led to the emergence of various hybrid and innovative forms of specialized genres, with increased intertextuality, interdiscursivity, and interactivity possible. In the academic domain, such genres include academic blogs, crowd funding proposals, visual and video abstracts, and video methods articles, among others. Research in the area has begun to describe such specialized genres and practices online and ask what the implications of digital mediation are for genre theory. This panel considers such recent developments and their implications for theories of genre in LSP & professional communication contexts.

Ashley Rose Mehlenbacher (University of Waterloo)

Expertise and Specialized Genres of Science Communication Online

Abstract. Genres of science communication have received considerable attention by genre researchers and, increasingly, in broader public conversations as the COVID-19 pandemic brings scientific and medical research to the foreground of public discourse. Numerous genres have been well described, including their emergence and evolution, and also changes as new media environments provide different affordances for genre production, sharing, and social action. Well described genres include the scientific research article and new media genres such as crowdfunding proposals and blogs. Genres that are perhaps more often occluded, following John Swales's (1996) characterization, such as peer review reports have also become the subject of considerable attention during the pandemic. Such genres pose numerous challenges to their study—although this is partially redressed by innovative online journal practices that publish reports alongside accepted papers—but are central to understanding the scientific enterprise and its legitimation by publics. In this talk, the peer review genre serves as a focal point to discuss the critical and complex role of expertise in the enactment of this genre. Drawing on Scardamalia and Bereiter's (1991) concept of "literate expertise," this discussion serves to distinguish forms of expertise that entail the evolution, enactment, and legitimation of this genre in new media environments. Specifically, this talk considers how online multimodal forms in the peer review genre system require various forms of literate expertise. By exploring the matter of expertise in the evolution of scientific genres, we uncover how seemingly occluded genres such as peer review are central—even in their obfuscation of multiple forms of expertise—to the rhetorical construction of credibility and the authorizing of scientific agents in the service of social action.

Carmen Perez-Llantada (University of Zaragoza)

Engaging the Audience in Citizen Science Projects: The Perspective of Genre, Register and Style

Abstract. Citizen science is a case in point in the current Open Science movement towards making science more democratic, accessible and participative to a wide audience (Fecher & Friesike, 2014; Follett & Strezov, 2015). Drawing on the affordances of the Internet, in citizen science projects researchers can approach science to general publics, raise their interest in science and trust in scientific research and increase their science literacy (Bonney et al., 2009). Taking the perspective of genre, register and style (Biber & Conrad, 2019), this presentation focuses on the way scientists represent, re-use and share scientific knowledge with interested publics and how they persuade them to collaborate with them in different aspects of the research process (data collection and classification, and discussion of the data with the scientists). A case study of a citizen science project from Zooniverse1 platform will be used to discuss the linguistic features that characterise this genre and the major functions these features are associated with (e.g., interactivity, expressing personal stance, referring to shared expert/professional knowledge, describing, explaining, elaborating or condensing information, …). Other aspects of genre, register and discourse style in relation to the en-textualisation of expert knowledge through processes of re-interpretation, re-organization, and refocusing (Gimenez et al., 2020) will also be discussed with a view to highlighting the adaptability of language to the rhetorical exigences and communicative demands of the genre. Lastly, some implications for genre theory will be discussed in relation to the view of this genre as one that retains its individual integrity and degree of stabilisation regarding generic norms and participatory mechanisms (Bhatia, 2004: 127) and, more broadly, the view of specialised genres for public communication of science as intrinsically context-based and situated, socially tied to circumstances and science stakeholders' exigences.

Paul Prior (University of Illinois at Urbana-Champaign)

Semiotic Remediation and Evolving Digital Genre Systems in Academic Contexts: Implications for LSP Research and Practice

Abstract. From the perspective of semiotic remediation (Prior & Hengst, 2010), genre systems (Bazerman, 1994, 2004) involve entangled arrays of activity linked to a focal text-artifact. Tracing any genre system involves understanding where texts are going and how they will be used as well as how they have been composed (Irvine 1996); however, genre typification (Miller, 1984) metonymically bundles together dimensions that can be (and often are) decomposed (cf. Goffman, 1981). For example, does it matter generically if a poem inscribed in a book is read silently or spoken animatedly in a public reading? Digital technologies vastly expand the range of options for bundling and decomposing (remixing) "genres." What if the "same" poem is digitally presented on a screen, with animated typography emerging temporally and moving iconically (perhaps with clickable elements leading to images)? Semiotic genre systems connect multiple texts (in the broad sense, not only inscriptions), multiple tools and materialities, and multiple stretches of distributed activity (Bazerman, 2004; Molle & Prior, 2008; Prior, 2009; Smith, Pachecho, & de Almeida, 2017; Smith & Prior, 2020; Swales, 2004). Understanding a digital genre system then involves understanding the full range of semiotic activity involved in its production, representation, distribution, reception, use, and socialization (Prior et al., 2007). Drawing on data from diverse academic contexts (an art-and-design group redesigning an online art object; a biologist managing a digital ecology around an article—everything from digital data files and social media to the production of a multimedia scientific article (Lemke, 1998); and a physics lab class where students design, conduct, and write up a lab using Google docs, smartphones for recording images, whiteboards for drafting ideas,

diverse material objects, and a digital lab device), this presentation concludes with implications for LSP research and practice of tracing semiotic genre systems leading to and from digital text-artifacts.

Ron Darvin (The Chinese University of Hong Kong)

From Paper to Instagram: Pedagogical Strategies for Developing Online Genre Awareness

Abstract. Recognizing how online genres are tied to communicative purposes (Kwasnik & Crowston, 2005; Swales, 1990) and conventionalized expectations (Georgakopoulou, 2006), this paper discusses how a functional approach to genre analysis can be useful for pedagogical purposes. By sharing the design of two university communications courses, it demonstrates how bridging activities (Thorne & Reinhardt, 2008), authentic text production and contrastive analysis can enable students to develop a greater awareness of genres as forms of discourse constructed for particular audiences and specific purposes. In these courses, the literary analysis paper is presented alongside YouTube movie reviews, the personal reflection essay is understood vis-à-vis learners' own Instagram posts, and preparing to do a persuasive speech includes examining the structure of online ads. By bridging their knowledge of familiar online genres with targeted academic output, learners are able to examine how these texts can be part of an online/offline genre continuum. By incorporating assessment tasks that include social media campaigns and YouTube video production, learners are able to engage with authentic audiences and assemble texts with greater intentionality. A material and sociotechnical lens to understanding online genres also enables learners to examine how the design of different apps, their sociotechnical structures, and the devices through which they are accessed shape genre conventions and digital practices. By integrating a critical awareness of how online genres and conventions evolve, learners can build metalinguistic and metacommunicative skills that outlive the lifecycles of the online genres themselves.

Sylvia Jaworska (University of Reading)

Video Advertologies: A New Genre of Corporate Discourse? [PAPER WITHDRAWN]

Abstract. The mounting pressure on corporations to be perceived as 'doing good' has contributed to the rise of new public relation genres, of which corporate apologies (CAs) are a prolific example. CAs play an important role in PR activities; they are used not just to apologise for some wrongdoing and promise a repair. In recent years, they have become key tools of corporate image restoration and trust building. While originally, CAs were performed in rather short official written or spoken statements, these days companies invest in a whole set of different and multimodal resources to do that kind of 'repair work'. Conceptualising corporate apologies as an evolving genre of professional communication, this study explores a small corpus of corporate videos that were released by some global corporations (Facebook, Uber, Wells Fargo, Starbucks and BP) following major failures and scandals and widely disseminated on YouTube. Supported by EXMARaLDA (a tool for transcribing and annotating digital audio and video files), a form of multimodal genre analysis (Hafner, 2018) was applied to identify potential genre moves, which were then interpreted against the framework established by Blum-Kulka et al. (1989) to study apologies and Benoit's (1995) typology of image restoration strategies. Subsequently, the analysis focused on verbal and visual cues to specify the multimodal semiotic resources employed to realise the moves. The results show that strategies traditionally associated with apologies are backgrounded, while the videos include more moves that are typical of promotional genres (Bhatia, 2005) supported with targeted multimodal expressions (images, music, etc.). This creates a kind of a hybrid

genre, that of advertology, which is, as argued here, an outcome of the pervasiveness of promotionalization in many forms of communication in late modern capitalism.

Rodney Jones (University of Reading)

Discussant

English for Research Publication Purposes: Research and Pedagogy

Panel Chair: Sue Starfield (University of New South Wales)

English for Research Publication Purposes: Research and Pedagogy: Panel Introduction

Panel Abstract. The last few decades have seen a dramatic increase in pressure on academics globally to increase their scholarly publication output particularly in 'high-ranking' English language journals. English for Research Publication Purposes (ERPP) is a growing sub-field within English for specific purposes and English for academic purposes that seeks to better understand the forces at play in scholarly publication, how these impact on institutions and individuals, the types of texts that are produced and their reception by reviewers, editors and readers. While research has tended to focus on the challenges non-Anglophone scholars face while writing and publishing in English for an 'international' readership, many of these challenges may also be experienced by native English-speaking scholars. The four presentations in this session draw on research into the joint authoring practices of doctoral students and their supervisors; error analysis as a novel tool for assisting Japanese scientists develop their writing; the kinds of evaluative feedback reviewers provide to native and non-native authors of journal articles and the significance of disciplinarity in research writing. ERPP has both a research and pedagogical focus and the discussion, led by Sue Starfield following the four panel presentations, will ask the audience to consider the pedagogical implications of the four studies presented. Speakers on this diverse panel are from Chile, Japan, Hong Kong and Australia.

Becky Kwan (City University of Hong Kong)

Disciplinarity in Discipline-Specific Studies of the Research Article (RA): Some Implications for RA Researchers

Abstract. In the field of English for Research and Publication Purposes (ERPP), inquiries into the research article (RA) are widely known for their concerns with discipline-specificity. Inspired initially by work in the 80s (see Swales, 1990), the concerns have been over the years reinforced by accumulating evidence from studies showing varied realizations of the genre across disciplines attributable to the distinct natures of the domains (notably their epistemological beliefs, research problems, modes of inquiries and research strategies). Investigations into domain-specific patterns of RAs have also been motivated by the increasing demands on research writing courses organized around disciplines and taught by non-subject specialists, who often rely on empirical accounts to inform their teaching to students of disciplines they know little about. With discipline-specificity being central to an RA study, it is only natural to expect analysts to approximate an emic view of the target disciplines and draw upon specialist knowledge to inform their designs, account for their findings, and introduce in their reporting the disciplines to non-specialist readers. However, such does not seem to be the case as the author of this paper observed in a survey of published research of RAs, in which she found that with few exceptions, the studies have rather etic orientations in their designs and discussions. Many have primarily (if not exclusively) referred to the scholarship of ERPP or related English Studies while showing scarce engagement with the specialist literature of the disciplines investigated. The paper will share some results of the survey and draw implications for the sorts of specialist knowledge that RA researchers may need to develop, how such knowledge can be acquired and harnessed to leverage their studies, and where it can be drawn upon in reporting. These will be illustrated with published exemplars and the author's experience in a completed project.

Brian Paltridge (City University of Hong Kong and University of Sydney)

Reviewers' Feedback on Second Language Writers' Submissions to Academic Journals

Abstract. Feedback is an important part of the peer review process as it is through this process that submissions to academic journals are assured of meeting the journals' expected standards. It is also through reviewer feedback that advice is given to authors for improvements to their submissions so their work can meet these standards. This presentation looks at how feedback is provided to second language writers of submissions to academic journals by examining a set of reviewers' reports on submissions to the journal English for Specific Purposes in terms of the evaluative comments made by reviewers on the authors' work. This is done through an examination of the stance (Hyland, 2005a) that reviewers take toward the papers they review; that is, the ways in which reviewers present themselves, their judgements, opinions, and commitments to what they say, as well as how they "stamp their personal authority onto their arguments or step back and disguise their involvement" in what they have said (Hyland, 2005b, p. 176). The analysis is then compared with evaluative comments made by reviewers of native speaker writers' submissions to the journal in order to explore whether there are similarities or differences in the evaluative comments made by the reviewers on the two sets of writers' work.

Pascal Matzler (Universidad Católica del Maule)

Learning to Write for Peers: The Pedagogies of Joint Authorship in Science Doctoral Supervision Meetings

Abstract. Doctoral students in science disciplines commonly publish research articles (RAs) together with their supervisors; however, we still lack studies that describe in detail the writing pedagogies underlying these co-authoring practices (Starfield, 2019; Li, 2019). This presentation addresses the question of how joint writing practices in meetings help to scaffold the writing development of doctoral students. The findings presented here form part of a longitudinal multiple-case study into co-authorship and mentoring in the sciences, which involved a thick description of three cases from environmental sciences, neurosciences and computational chemistry. In writing-oriented supervision meetings, these supervisors legitimized their own authority to guide the co-authoring of the RA by appealing to an array of sources, ranging from personal intuition, scientific methodology, and organizational hierarchy to their readers' imagined expectations and probable responses. Crucially, the three supervisors regularly and in great detail invoked for their less experienced student co-authors such imagined responses of their future reviewers and readers, thus verbally modelling an internalisation of disciplinary concerns. In summary, the joint writing practices in these meetings constituted a key setting for novice co-authors to become aware of the complex social nature of writing for research publication purposes.

Leigh McDowell (Nara Institute of Science and Technology)

Addressing Accuracy in English for Publication Purposes: A Methodological Exploration and Application

Abstract. For scientists in the twenty-first century, the use of written English for publication in international journals is fundamental to professional success, and for many, especially those for whom English is an additional language (EAL), this can be a source of frustration. Part of this frustration may be due to the level of language precision and grammatical accuracy required for publication—EAL Scientists

may be aware of idiosyncrasies in their writing that could be perceived by editors, reviewers, or readers as errors, but unable to avoid them. Error Analysis (EA) was initially conceived in early Second Language Acquisition research in the 1960s to investigate the systems underlying learner language, and can be applied by language teachers to support EAL scientists and their need for accuracy. However, for many language teachers, the practical and technological barriers to employing EA in their professional practices remain restrictively high. This presentation demonstrates a simple yet robust procedure for EA that can be applied by anyone with access to the commonly available tools of Microsoft Word and Excel. Additionally, by drawing on data from an EA of texts written by Japanese materials scientists, the presentation illustrates how this procedure can support these scientists by identifying their most frequent grammar errors.

Thematic Panels

**Analysing Scientific Digital Discourse: The Case of Research Project Websites
in International Contexts**

Panel Chair: Marina Bondi (Università di Modena e Reggio Emilia)

Analysing Scientific Digital Discourse: The Case of Research Project Websites in International Contexts

Panel Abstract. Scientific discursive practices are undergoing a deep process of evolution and change due both to the increasing demands and pressures placed on scientists to gain visibility for their research and to the affordances of digital platforms, which guarantee global dissemination and promotion of results. Subsequently, the study of digital discourse demands drawing upon previous theories and methods developed for 'analogue' discourse as well as formulating innovative concepts and methodologies to account for new phenomena. In our view, these phenomena are better approached by means of various, complementary analytical perspectives, as we intend to show in this panel. Here we present some results gathered in our studies of international research websites, one of the most widely spread instantiations of scientific digital discourse. For such purposes, our research group compiled an initial corpus (EUROPRO) consisting of 30 websites of research projects funded by the EU Horizon 2020 programme. In our presentations we explore five aspects which, from different angles, contribute to casting light onto our common object of study, revealing the variety of linguistic, pragmatic and multimodal mechanisms by which these digital sites confer visibility to the research undertaken, thus enhancing its dissemination and promotion: (i) pragmatic strategies to make researchers visible, (ii) evaluative markers to identify the values promoted, (iii) technical terminology to single out dissemination procedures, and (iv) intersemiotic relations in the construction of researchers' identities. It is our ultimate aim to contribute to the vivid debate that is taking place nowadays in applied linguistics and multimodality about ways to explore digital practices and the textual phenomena to which they are giving way.

Daniel Pascual (Universidad de Zaragoza)

This Is Us: Pragmatic Strategies to Disclose Research Partners in International Project Websites

Abstract. International research groups aiming at producing new scientific knowledge are expected to communicate their project outcomes. Among the growing digital repertoire of genres and media to do so, research project websites stand out, conceived as both repositories to share the project development and tools to foster public engagement and open science to society (Lorés, 2020). Accordingly, regular project updates are offered to disseminate research results and enhance global visibility and scholarly credibility. One of their prominent sections is that of partners, which highlights the members in the project consortium, whether institutions or researchers, and provides details about their role and value in the investigation undertaken. From a pragmatic perspective, this paper seeks to analyse the strategies used by research groups to disclose the partners of their consortiums in the EUROPRO corpus, assuming that pragmatic patterns are more significantly identified in context-specific, smaller corpora. A total of 24 H2020 research project websites were found to include web-generated texts in their partners sections, thus making the database used in this analysis. Pragmatic strategies were manually coded in the corpus departing from a self-designed, data-driven taxonomy of 30 pragmatic strategies divided into three macro-categories (communicative, promotional, and interactional). Findings exhibit the saliency and overlapping

of two particular pragmatic strategies in partners' descriptions: disclosing factual information about project members (communicative) and highlighting members' contribution to the project (promotional). Regarding the interactional metafunction, salient strategies comprise offering contact information about partners or praising other researchers. Overall, delving into the frequency and use of pragmatic strategies in research project partners sections may help identify meaningful textual mechanisms to showcase the research consortium and raise researchers' visibility online. Lorés, R. 2020. Science on the web: The exploration of research websites of energy-related projects as digital genres for the promotion of values. Discourse, Context and Media 35, 1-10.

Isabel Corona (Universidad de Zaragoza)

Understanding Text and Image Relations in the Construction of Identity Through Genre: The Case of European Research Projects' Homepages

Abstract. The digital evolution of scholarly communication has pushed forward important developments from a social as well as a technological perspective. It has expanded knowledge production and, at the same time, has increased access to information and knowledge. The technologisation of professional practices has created remarkable challenges within professional communities, not only in terms of scholarly impact, but also in relation to the need to forge a distinct identity through e-visibility (Lorés & Herrando-Rodrigo, 2020).

The present study explores the multimodal construction of identity of research and researchers by focusing on the "news and events" section or "cluster" (Baldry & Thibault, 2006) of 20 projects' homepages of the European Research Programme Horizon 2020, from the EUROPRO web corpus compiled at the Universidad de Zaragoza by the InterGedi research group.

This research is informed by Systemic-Functional Multimodal Discourse Analysis as the general theoretical framework and Kress and van Leeuwen's (2006) grammar of visual design. The study follows a twofold perspective: it applies Bednarek and Caple's (2017) model for the analysis of news values, and Liu and O'Halloran's (2009) application of the Systemic Functional Linguistics model of discourse for image-text relations. The analysis takes the social semiotic notion of genre (van Leeuwen 2005) as key to studying how image and writing are used to construe visibility. The analysis unveils that researchers' identity is constructed by repurposing the news genre and shows that in this case it is strongly influenced by its very context of use.

All in all, the aim of this study is to gain insight into the combination of semiotic resources, visual and verbal, to fulfil the research projects' overall objective of increasing visibility of their work.

Rosa Lorés (Universidad de Zaragoza)

Science on the Web: Evaluative Language in International Research Project Websites

Abstract. The urge on scientists to disseminate and gain visibility for their research and on institutions to account for public expenditure are fostering the appearance of diverse digital practices as a way to respond to increasing demands to open science to society. New ways and new modes of scientific communication have thus evolved. This is the case of the international research project websites under focus here. Websites are internet products that offer a new communication environment in which

multimedia content is combined. The present study explores a convenience corpus of 10 EU Horizon 2020 research project websites with a special focus on the use of evaluative language (Hunston & Thompson, 2000; Thompson & Alba-Juez, 2014) in their homepages and about pages, in the understanding that evaluative language mirrors the values promoted in scientific research nowadays. By means of a quantitative and qualitative analysis of evaluative language along the positive/negative parameter (Hunston & Thompson, 2000), the main values promoted are identified. Moreover, the study also shows the significant role that evaluative language plays in the construction of argument as discourse organiser. Finally, the extent to which the affordances of the digital mode are exploited is assessed. In this respect, the study reveals that, as textual instances, homepages and about pages do not differ much from offline genres, as they do not seem to fully exploit the technical affordances that the digital mode offers. However, they also seem to be subjected to a certain degree of recontextualization. In all, we might point at continuity rather than change in these digital generic instances. Hunston, Susan and Geoff Thompson (Eds.). 2000. Evaluation in Texts: Authorial Stance and the Construction of Discourse. Oxford: Oxford UP. Thompson, Geoff and Laura Alba-Juez (Eds.). 2014. Evaluation in Context. Amsterdam: John Benjamins.

Silvia Murillo (Universidad de Zaragoza)

An Exploration of the Treatment of Terminology in International Project Websites

Abstract. In today's digital world, project websites have become a prominent way for research groups to achieve visibility. The purposes of such websites are manifold and interrelated (Mur, 2019): to offer accountability, to self-evaluate the research positively (Lorés, 2020) and to disseminate it for a wide array of readers, including scholars in the field, scholars in other fields, and also the general public. In relation to this dimension of dissemination, in this paper I seek to explore the treatment of terminology in European project websites, that is, how terms and concepts are introduced and explained (Meyer & Mackintosh, 2000; Mayor Serrano, 2003). Specifically, I will focus on the use of definitions/denominations, and on the use and development of abbreviations/acronyms. Such procedures are deployed to establish the conceptual fields of their projects and also for self-branding purposes. In order to do this, I will carry out a qualitative and quantitative analysis of 10 European project websites (Horizon, 2020 research programme), from the EUROPRO web corpus compiled by our research group. I will focus on the sections of the websites used to state the general objectives of the projects and to describe their main activities/outcomes. I will explore the structural (i.e., the metalinguistic elements used, and the use of parenthetical and non-parenthetical cases) and semantic aspects (i.e., whether abbreviations/terms are of general use or have been specifically created for the research) of the treatment of terminology. This study provides some insights regarding the writer-reader relationships in these websites. On the one hand, the treatment of the terminology reflects how web compilers want their readers to understand what the projects are about, for informative (and accountability) purposes, and, on the other hand, it reflects how they use the websites for self-branding and promotion.

Language Learning with Technology: Asian Perspectives

Panel Chair: Lindsay Miller (City University of Hong Kong)

Language Learning with Technology: Asian Perspectives

Panel Abstract. This panel discussion centers on the myriad of ways in which technology – high end and low end – can be used to motivate EFL/ESL students. The panel is divided into three sections. In section one, three speakers introduce some of the theoretical aspects of using technology for language learning: integrated into course work, as a link between course work and out of class language practice, and via student-initiated agency in their daily lives. This backgrounding then sets the scene for the next three speakers who briefly describe case studies from around Asia where technology has been successfully implemented into students' lives. In the third part of the Thematic Panel, we invite participates to comment on the presentations and offer other insights of language learning with technology.

Mayyer Ling (Universiti Brunei Darussalam) and Deyuan He (Universiti Brunei Darussalam)

Learners as Educators in the Virtual Absence of Authority

Abstract. The aim of the present study is to demonstrate the potential of online platforms as a site for the growth of independent learners. The study found that learners demonstrated self-monitoring abilities where they engaged with other learners, as well as the contents delivered. It was also found that the establishment of knowledge was demonstrated in the dataset, and that the polishing or re-establishment of knowledge should be added as a sub-variable in the self-monitoring dimension as this variable was found in the dataset but could not be accounted for in the existing framework. Finally, for the motivation dimension, learners make conscious decisions to initiate their involvement and to continue their participation in the learning process – possibly for the sake of meeting expectations of their peers – but hopefully due to the drive to be independent learners.

Christoph Hafner (City University of Hong Kong)

Technological Environments for 'Classroom' Language Learning: Implementing an Ecological Approach

Abstract. In the intentional use of technology as part of language learning designs, there is sometimes a risk of overemphasizing the use of technology and underemphasizing other aspects of the learning design. In order to counter such issues, I argue in this presentation for the adoption of an ecological approach to CALL (Blin, 2016), in which the technology is considered as just one part of the wider socio-cultural context within which language learning takes place. I describe how such an approach can be adopted with reference to a case study of a course in English for science that makes extensive use of various technological tools. The use of a project-based design provides an overall structure – a technological language learning environment – within which various tools can be agentively deployed by teachers and learners in ways that may be considered to be normalized (Bax, 2003) in classroom activity. The presentation will focus on specific classroom activities that aim not only to use technology to promote language learning but also develop the digital, multimodal literacies of language learners.

Junjie Gavin Wu (Shenzhen Technology University)

Language Learning in the Mobile Era

Abstract. Language learning has been extended from the traditional brick-and-mortar setting due to the pervasiveness of new technologies. However, the lack of systematic frameworks of integrating technologies into language learning has been a sore spot for mobile-assisted language learning (MALL). In this talk, I discuss a revised Production-Oriented Approach (POA) to link classroom and out-of-class learning with the support of mobile technologies with a case study from an EFL learning context so as to share experience and stories of adapting the revised POA.

Marie Yeo (SEAMEO Regional Language Centre (RELC))

Language Learning with Technology: Asian Perspectives - Case Study 2

Abstract. Case Study 2. With the growth of online language teacher education (OLTE), the question is no longer whether but how to deliver blended courses. This case study examines the development, implementation and evaluation of a blended Diploma in Applied Linguistics delivered by an institution in Singapore to 65 teachers of English from the ASEAN region. Data from course evaluations and interviews are examined and discussed, offering insights to various stakeholders, including administrators and education managers on preparing teaching faculty to redesign face-to-face to online courses; lecturers on designing and managing teaching; and learners on maximizing learning opportunities. The case study concludes by highlighting the importance of learner agency in promoting learner engagement and resilience particularly in blended learning situations.

Mehrasa Alizadeh (Osaka University) and Eric Hawkinson (Kyoto University of Foreign Studies)

Smartphone Virtual Reality for Tourism Education: A Case Study on Student-Generated VR Tours

Abstract. This case study entails some practical tips on the use of student-generated content using virtual reality (VR) with Google Tour Creator and Google Expeditions in EMI contexts and for tourism education. Virtual reality has provided educators with ample opportunities to give learners first-hand experiences of various kinds through placing them in immersive environments. Language learning can also vastly benefit from a plethora of VR resources growing in quantity and quality. With the emergence of low-cost VR headsets such as Google Cardboard, it is now much easier to incorporate VR-powered language learning tasks in the classroom. Google Tour creator is an example of a VR platform that allows teachers and students alike to create VR content using 360-degree images and to annotate them. Those tours can then be viewed in collaborative online environments such as Google Expeditions, a VR content repository and tour guiding app. The case study finds benefits in contextual learning and levels of engagement, but also imperfections in likely implementation and usage strategies.

Yijun Yin (Macquarie University) and Alice Chik (Macquarie University)

Language Learning Abroad: Extending Our Understanding of Language Learning and Technology

Abstract. This talk presents a qualitative study of two Chinese international students' everyday digital practices when studying in Sydney, Australia. In this research, technology use serves as a multifaceted lens that helps us see how sojourners construct their language environment through technology in informal settings. We seek to shed light on a critical and holistic understanding of how the language environment and learning pathway in the study abroad setting are transformed by the development and population of technology.

Parallel Sessions (by First Names of First Authors)

(A)

Adriana Fernandes Barbosa (Universidade Estadual do Sudoeste da Bahia)

Conceptual Fluency, Metaphoricity and Multimodality in the German as a Foreign Language Classroom

Abstract. In this paper, I aim at debating the relevance of conceptual fluency (Danesi, 1995) for the research on German as a Foreign Language. In order to do so, I will demonstrate how cognitive structures such as image schemas as well as conceptual metaphors are displayed in gestures produced by native and non-native teachers of German and adult learners while discussing the meanings of particle and prefixed verbs. The lessons took place in a Brazilian university and in a private language school. They were videotaped, transcribed, and annotated according to the Linguistic Annotation System for Gestures - LASG (Bressen, Ladewig, & Müller, 2013). The multimodal analysis of teacher-student interactions provided empirical evidence of embodied conceptual thinking (Cienki & Müller, 2008), since the gestures found in these interactions portray image schemas and metaphorical mappings underneath the meanings of particle and prefixed verbs. Such mappings indicate that these structures are cognitively activated for interlocutors during the conversation (Müller, 2008). Moreover, the analysis of gestures sheds some light on the importance of a comprehensive inclusion of cognitive linguistics as well as multimodality in the second language learning and teaching agenda. The results show that language and embodiment can be explored in the classroom and help students develop their conceptual fluency in the target language.

Adriana Fernandes Barbosa (Universidade Estadual do Sudoeste da Bahia) and Milene Mendes de Oliveira (University of Potsdam)

The Multimodal Positioning of (Future) Multilingual Teachers of EFL

Abstract. In this paper, we report on how a group of young EFL-teachers position themselves towards their native languages (German and Russian) in contrast to English, as well as how they self-position as teachers of EFL. Our discussion is based on the multimodal analysis of a 90-minute elicited conversation about multilingualism and the teaching of English, whose participants were one current and two future EFL-teachers. The categories for analysis are based on Bamberg's (1997) 3 levels of positioning, namely, (1) positioning of characters in the narratives told by interactants; (2) interactive positioning of speakers vis-a-vis their interlocutors, and (3) positioning in relation to societal discourses. In order to categorize the levels of positioning in the here-and-now of interaction, our analysis considers not only the verbal but also non-verbal cues, such as gaze and gestures (Kendon, 2004; Streeck, 2009; Müller & Cienki 2009; Bressem & Müller, 2014; Ladewig, 2014). Differently from many of the previous studies on positioning which either take a sociological or a pragmatic approach, our analysis is a cognitive-pragmatic one in that it considers the actual situational context and the a priori context (Kecskés, 2014) of the communicative situation. Our initial results reveal that participants position themselves as non-native speakers of English who attempt to perfect their skills through direct contact with native speakers (e.g. learning English with native teachers or having immersion experience in English-speaking countries), as well as indirect contact (increasing L2 input by using authentic resources such as movies, music, literature etc.), which reinforces the concept of language proficiency being guided by the native-speaker model

(Cook 1999). Moreover, our multimodal analysis shows participants co-construing conceptualizations of the English language as being a smooth pleasant language that is fun to learn.

Alfonso Ollero Gavín (Universidad de Zaragoza)

Communicating Science in Interactive Documentaries: A Case Study of Interactivity

Abstract. Interactive documentaries are forms of narration that make use of Web 2.0 affordances to allow for users' interaction with the digital database (Gaudenzi, 2013). Interactive documentaries can adopt different patterns of discourse organisation or modes of interaction with users which are complemented by multimodal tools existing in the digital paradigm. In the context of science communication online, interactive documentaries play a key role in disseminating science to diversified audiences. Considering the variety of formats which interactive documentaries can take, the ways in which scientific contents are communicated are increasingly diversified and are constantly evolving along with the development of new technologies in order to reach new audiences. Using Adami's (2013) framework for the analysis of interactivity, I use a case study to examine how an interactive documentary changes while it is being explored/used/co-created, and how user interaction with the database may contribute to the picking-up of scientific knowledge. For that purpose, I look at the syntagmatic and paradigmatic dimensions of interactive sites/signs as mapped by Halliday's metafunctions: the ideational (relation between signifier and signified), the interpersonal (references to agency), and the textual (the multimodal elements' patterns of structuration). Using the case study, I will analyse how the paradigmatic facet of the interactive sites/signs enables an expansion of the multimodal resources available in the database, opens the possibilities for the transmission of scientific content, and redirects interpersonal functions towards scientific authorities and further sharing of the text (thus reaching new audiences).

Aliyah Morgenstern (Sorbonne Nouvelle University), Eric Alvarez (Sorbonne Nouvelle University), Frédérique Atangana (Sorbonne Nouvelle University) and Alice Brunet (Sorbonne Nouvelle University)

Language Dominance and Gesture: Lessons from Bilingual Children'S Multimodal Communication

Abstract. Child-caregiver interactions provide the necessary symbolic resources to construct language productions (Schieffelin, 2007, p. 15). But in bilingual environments where languages meet and intermingle, it is challenging for children to carve out their own bilingual interactional space. Often shared cross-culturally and accessible, gestures might represent more stable forms since words may vary in each code for the same function (Nicoladis, 2007). The study of bilingual first language acquisition (De Houwer, 2009) allows the researcher to investigate whether asymmetrical bilingual development impacts the quantity and functions of gesture production on the communication flow. To study bilingual children's use of symbolic gestures as their multimodal skills blossom, we collected video-recorded bilingual data (English/French, English/Spanish, French/Italian) of in-home multiparty interactions that included 6 families with children from 1.6 to 7 years old. We transcribed plurilingually and coded gesture production when the children used their dominant and non-dominant language. We show that gestures play an important role in bilingual children's management of communication. Detailed contextual analyses of their productions indicate that gestures pave the way for bilingual children's access to meaning when confronted with distinct forms in each language. The gestures produced in multimodal interactions with expert bilingual adults serve not only to compensate (Nicoladis, 2007) and to scaffold as

children become skilled bilingual speakers, but also to reinforce their language socialization (Ochs & Schieffelin, 1984) into their bicultural community. The bilingual children in our dataset thus create successive transitory multimodal and multilingual systems. In their search for the best way to package their message, they use both shared-gestures and multilinguistic practices during an important period of their language development. We propose to apply these results to encourage multimodal communication (Stam & Tellier, 2017) and multilinguistic practices in the classroom (García, 2009) to empower learners and teachers alike to focus on the meaning making processes.

Ana Cristina Vivas Peraza (Universidad de Zaragoza)

From Granted to Crowdfunded: Persuading Non-Specialised Audiences in Crowdfunding Video Pitches

Abstract. In an ever more competitive academic world where granting application has become a highly demanding administrative procedure, scientists choose alternative ways like crowdfunding to collect funds for their projects (Mehlenbacher, 2019). From the perspectives of genre analysis and sociorhetorical studies, engaging a broad general audience into a scientific research project, and persuading them to donate online, involves recontextualisation of scientific discourse (Luzón & Pérez-Llantada, 2019) and a repertoire of verbal and audio- visual modes through which communicative purposes can be met (Hafner, 2018; Rowley & Jolivet, 2004). One of the most significant genres embedded in online crowdfunding platforms is the video pitch, where scientists have just a few minutes to impress their viewers with their credentials, enthusiasm, and ideas. Including a video in a crowdfunding campaign has proved to produce a substantial persuasive effect on potential donors (Doyle et al., 2017; Greenberg et al., 2013), and therefore, its study is worthwhile. Relying primarily on Swales's "Creating a Research Space" (CARS) model (1990, 2004), and taking previous linguistic analysis of grant proposals into account (Connor & Mauranen, 1999), for its affinity with crowdfunding videos, this study aims at exploring the rhetorical structure of this emerging digital genre. A corpus of 50 videos, supporting Biology, Ecology and Medicine projects, was collected from the online platform Experiment.com, and their moves and steps were coded with the qualitative analysis software Atlas.ti 8. The analysis shows the use of compulsory moves and steps for this genre, as well as recurring linguistic realisations, as compared to those of the grant proposal. Moreover, it demonstrates the significant role that moves play to convey preparedness and passion to convince non-specialised audiences.

Ana Vučićević (Faculty of Philology and Arts)

Rhetorical Structuring of Academic Book Reviews in Serbian Language: A Diachronic Perspective

Abstract. Among academic genres, book reviews are found to be unique in terms of the rhetorical amalgam they stand for: readers are expertly informed of both the content and authorial evaluation of the reviewed material (Gea Valor and del Saz Rubio 2000–2001; Moreno and Suárez 2009; Hyland 2009). The degree of information-evaluation synthesis and, hence, the predominant rhetorical function of academic book reviews, may be determined through examination of patterns of rhetorical structuring (Motta-Roth 1996; Suárez and Moreno 2008; Moreno and Suárez 2009; Junqueira 2013).

In the light of this observation, this paper explores rhetorical organisation of the academic book reviews in reputable and disciplinary-oriented Serbian journals The South Slavic Philologist [Južnoslovenski filolog] and Sociological Review [Sociološki pregled]. The study reveals diachronic changes in the complexity of organisation of reviews, as well as in the manner and focus of evaluation. These,

furthermore, point to time-related differences in the conception and praxis of book reviewing in Serbia. Thus, preliminary results demonstrate that the notion of book reviewing in Serbia changed over time: from both work- and author-aimed critique to an indirect and more reserved conveyance of attitudes; from professional recommendations and assessment to a fact-like presentation of the content of the book.

We believe that the implications of this research may be relevant for the organisation and planning of graduate and post-graduate courses dealing with methodology of research and academic writing. In this manner, experts-to-be are more likely to be instructed to produce reviews more balanced with regard to the structuring of informative and evaluative segments.

Ángel Garralda Ortega (Lingnan University)

Flipping and Blending Problem-Based Experiential Learning in Professional Communication

Abstract. This presentation explores the use of cutting-edge pedagogies and digital technologies in enhancing the teaching and learning of professional communication in English at a Hong Kong tertiary institution. First, I will illustrate the pedagogical potential of problem-based experiential learning using case studies tailor-made for students of humanities, social sciences and business backgrounds. I will argue that involving potential employers and community partners in the teaching and learning process through the use of real-world communicative contexts and tasks not only provides greater insight into the context of production and reception for student assignments but it can also have a significant impact on student motivation. Second, I will analyse how the flipped-blended approach used in course instruction frees valuable time for more student-centered interaction during face-to-face or Zoom lessons and it can engage students in deeper learning, by promoting higher order thinking as well as opportunities for more advanced language practice. Examples of learning materials, classroom interaction and learner surveys will be employed as evidence.

Angelicia Anthony Thane (Victoria University of Wellington)

Does It Really "Tastes so Good!"? A Genre Analysis of Online Food Review

Abstract. The "Food Culture" is an increasingly popular trend due to the rise of the digital era. The Internet has enabled easy access to information on various local and international cuisines, ranging from personal food vlog channels to dedicated culinary expert websites. The quest and appreciation for good food and technological convenience give rise to a relatively prominent digital genre: online food reviews, which is a major source of information for "foodies" worldwide. Hence, this paper attempts to provide a comprehensive description of online food reviews concentrating on rhetorical strategies where the role of visual layout and relevant discourses in genre construction, interpretation and exploitation are emphasised. The data in this study focuses on a specific Malaysian Heritage Food (MHF), nasi lemak. As a multiracial and diversely cultural country, food is undoubtedly a significant component of the Malaysian culture, as local cuisines serve to portray the different ethnicities which make up its population. Local cuisines that demonstrate the three main ethnic food taste: Malay, Chinese and Indian are known as Malaysian Heritage Food (MHF), reflecting the country's unique identity. Swales' Three-Level Genre model was employed as the basic research framework to analyse online food review from a popular Malaysian food website, FriedChilies. Findings demonstrated that while reviews are deemed as informative, strong promotional elements are subtly incorporated via the usage of visuals and promotional discourses. The seemingly honest opinions in reviews function to persuade readers in purchasing the

reviewed item, rendering the credibility of these reviews at stake. These subtle incorporations were facilitated by specific features of the digital genre, giving rise to mixed genres like online food reviews.

Anne Schluter (The Hong Kong Polytechnic University) and Kellie Goncalves (University of Koln)

"The Level of English Doesn't Matter": Resourceful Multimodality in Domestic Worker-Customer Interactions

Abstract. Language is one means through which interlocutors express and perceive meaning; however, it represents only one of a variety of communicative resources deployed in conjunction with one another (Birdwhistell, 1970; Lindström, Norrby, Wide, & Nilsson, 2017; McElhinny, 2015). Drawing on a corpus of interviews with twenty-one New Jersey-based Hispanophone and Lusophone domestic workers, eighteen of their customers, and two of their language brokers, the current study uses mobile and critical ethnographic approaches (Heller, Pietikäinen, & Pujolar, 2018; Martin-Jones & Martin, 2017; Novoa, 2015) to examine the semiotic assemblages (Pennycook, 2017) through which cleaning staff and their monolingual Anglophone customers achieve communication despite minimally overlapping linguistic repertoires. Embodied communication that incorporates artefacts, gestures, and haptics emerges as a prominent strategy within this multilingual context. This analysis emphasizes the enhanced salience of specific forms of multimodal communication within established communities of practice (Kleifgen, 2013) while, simultaneously, bringing new attention to the role of the interlocutor's uptake as an important component of negotiated meaning construction (Blommaert in Sherris & Adami, 2018). By pairing interlocutors' active engagement together with the successful deployment of multimodal communicative resources, these findings highlight interlocutors' orientation to one another – conceptualized as their resourcefulness (Pennycook, 2014) – as central to the multimodal communication that takes place within these domestic cleaning settings. In doing so, the results suggest that a re-evaluation of the 'foregrounding of speech' (Loncke et al., 2016), especially as it relates to employability and upward mobility, is in order: resourcefulness may predict workplace success more accurately than dominant-language proficiency.

Antonio Jiménez-Muñoz (Universidad de Oviedo)

LSP Simulations: Why Multimodal Assessment Needs Real-Life Targets

Abstract. Undergraduate Language-for-Specific-Purposes provisions (particularly ESP) include a number of market-wise soft skills such as presenting and negotiating as explicit learner outcomes. These are often included as simulations, which may be assessed as part of student evidence of such skills. However, LSP assessment remains largely language bound, with multimodal elements not being observed, or only holistically. This study quantifies the impact of multimodal factors in 165 recorded business pitches aimed at raising funds and reports from their 430 investors where they justify their reasons for investment. It shows statistical evidence of how important non-verbal elements on pitch success are in investor decisions, but also how start-up valuation (the result of funds raised and equity released, in real-life terms) greatly deviates from the language-only grades given by lecturers. A correlation test between pitch success factors (as justified in investor reports) makes it possible to infer that, while linguistic aspects remain pertinent, non-verbal elements are more directly related to pitch success than verbal aspects and that, in turn, these are a better predictor for real-life outcomes. In short, real-life simulations seem to be statistically at odds with the reasons why LSP raters assign grades, unearthing an implicit discrepancy between curricular assessment and degree outcomes in ESP design. As a potential remedy, a

weighted multimodal rubric, based on linguistic, multimodal and real-life targets is put forward, so as to better align assessment and module/degree outcomes in simulation contexts.

Averil Coxhead (Victoria University of Wellington)

Vocabulary in Instructor Talk in Vocational Education

Abstract. Vocational education is heavily oriented towards learning through talking and demonstration, which can create demands on listening and memory skills. Instructor talk is a major source of input for learners and roughly one word in ten is technical. Learners are expected to be able to follow explanations, talk through and explain key concepts and use technical terms correctly in context. This talk focuses on the lexis that trades instructors use and what instructors do to support learners' acquisition of this lexis, drawing on corpus-based research. The context for this study is a Polytech in New Zealand, and the instructor talk was gathered in classrooms and on building sites as part of a larger project on languages in trades education. Tutors from two construction trades (carpentry and plumbing) and two engineering trades (automotive technology and fabrication) were recorded. The transcriptions were analysed firstly for technical vocabulary, checked by experts in the field, and then investigated for evidence of how the instructors supported their learners in developing their understanding and use of technical vocabulary. Here is an example of instructor talk from the corpus: …and you only really get one shot before you slip, you know, if you slip and strip the head of the screw. Findings suggest that the tutors used a variety of techniques in their teaching, including talking through technical tasks with learners, repetition, pair work and discussion, breaking down technical written texts, and storytelling. Examples will be provided and implications will be drawn for pedagogy. This research sheds light on language use for professional practices which is modelled by the instructors, and on learning technical vocabulary in LSP/trades education.

Azlin Zaiti Zainal (Universiti Malaya), Nina Ainun Hamdan (Universiti Malaya) and Siti Zaidah Zainuddin (Universiti Malaya)

Multimodality Learning in Oral Presentations: An Analysis of ESL University Students' Use of Discourse Features and Visuals in Informative and Persuasive Speeches

Abstract. With the increasing use of new technologies in professional communication, the ways instruction is delivered on oral presentation skills should also reflect the recent shifts on technology use and the ways students learn. Technology that affords authentic communication can support learners in learning projects such as the preparation of an oral monologue. Research has found that, although discourse features or formulaic languages contribute to the fluency of oral presentations, English language learners tend to experience difficulties in mastering them. Furthermore, more research is needed in the ways they use visuals in their presentation. This paper aims to look at 35 undergraduate ESL university students' use of discourse features and the role of visuals to support their presentation in two different genres: informative and persuasive speeches. These students were undertaking a university presentation skills course. However, due to the pandemic, the teaching approach had to change to fully online. Students had to submit their oral presentations in multimodal form as part of their assessment where these include presentation video embedded in PowerPoint slides or standing in front of their TV or laptop where the slides are shown. Although submitting their oral monologue in these formats gave them more time to prepare and perhaps lessened their anxiety, unlike presenting to a live audience, there was no guarantee that they would use discourse markers and visuals effectively. This paper will analyse: 1) the discourse features used by the students in informative and persuasive speeches, and 2) the role of the

visuals used by the students in their presentations. The findings will have implications on the teaching of the two different genres in academic settings and the assessment of oral presentations in multimodal forms.

Azrifah Zakaria (National Institute of Education, Singapore) and Vahid Aryadoust (National Institute of Education, Singapore)

Complexity of Language Learner Literature: A Comparison Between Multidimensional Analysis and Latent Class Cluster Analysis

Abstract. This study set out to investigate the linguistic profile of language learner literature, taking fictional graded readers as a sample of simplified language. Thus far, studies on language learner literature have tended to focus on the vocabulary of such texts. In this study, linguistic variables related to both grammar and lexis were analysed using two methods: Biber's Multidimensional (MD) analysis (1995/1998) and latent class cluster analysis in combination with concordance analysis. First, linguistic variables present in the graded readers were identified and analysed using the Multidimensional Analysis Tagger (MAT; Nini, 2020), which replicates MD analysis. Next, the data were submitted to latent class cluster analysis and concordance analysis and their results were compared with MD analysis results. More similarities than differences of the graded readers were highlighted by the MD analysis, suggesting that simplified language may be a genre in its own right. In contrast, the results of the latent class cluster and concordance analyses showed that language learner literature may be categorised as having three levels of grammatical complexity: beginner, transitional, and advanced. The transitional level includes lexical items and grammatical structures found in the most advanced books, pointing to gradual increases in complexity as one moves through the graded reader levels. Linguistic profiles of each cluster of graded readers, compiled in this study, detail the grammatical structures and the associated lexical items within the structures that teachers may expect their students to encounter when reading language learner literature such as graded readers. The results of the study suggest methodological implications for genre analysis, in that latent class clustering enhances linguistic analyses.

(B)

Benjamin Moorhouse (Hong Kong Baptist University), Yanna Li (The University of Hong Kong) and Steve Walsh (Newcastle University)

E-Classroom Interactional Competencies: Mediating and Assisting Learning During Synchronous Online Lessons

Abstract. Interaction is seen as an essential part of face-to-face English language classrooms. Teachers require specific competencies to effectively use interaction as a tool for mediating and assisting learning. These can be referred to as Classroom Interactional Competencies (CIC). However, the situation created by COVID-19 and the recent advancement in technologies have led to teachers conducting synchronous online lessons through video-conferencing software. The online environment is distinctly different from the face-to-face classroom and teachers require new and additional skills to effectively utilise interaction online in real time. This exploratory study used an online mixed-method survey of 75 university level English language teachers who had engaged in synchronous online teaching due to COVID-19 to explore the competencies teachers need to use interaction as a tool to mediate and assist language learning in

synchronous online lessons. Teachers were found to require three competencies: technological competencies, online environment management competencies, and online teacher interactional competencies, that teachers need in addition to their CIC, or e-CIC. The findings provide greater insights into the needs of teachers required to teach synchronously online and will be of interest to professional development providers in addressing these needs.

Biagio Ursi (Aix-Marseille Université)

Hands on Painting. a Multimodal Study of Tactile Visits in a Contemporary Art Museum

Abstract. Within the interactional perspective, recent multimodal studies have analysed touch in several settings (Cekaite & Mondada, 2020), institutional (Routarinne et al., 2020) as well as family interactions (Goodwin, 2017). Until now, very little research has been conducted on touch in guided tours at museums (vom Lehn, 2010; Kreplak & Mondémé, 2016). Drawing on video-recorded data, this paper proposes sequential and multimodal analyses of tactile visits in an Italian contemporary art museum. After having introduced the author and the subject of the painting, the guide grasps the hands of a visitor, draws a reading path on the tactile surface of the painting's reproduction while maintaining a haptic configuration and giving verbal explanations. Visitors "identify those features that objects reveal to active touch" (Streeck, 2009, p. 71), namely surface roughnesses and protrusions on the tactile surface, and treat those features as translating painting details; they eventually produce local understanding about specific elements through nodding and linguistic resources. After having explored the first painting, sighted and visually impaired visitors can realise an autonomous tactile exploration during the tour; the guide then provides verbal support. As a mediator, the guide mobilises professional touch as an interactional resource for coordinating her talk and visitors' tactile perception, so as she ensures visitors' experience of a painting through a multisensory apprehension. This paper offers valuable insight into the mobilisation of multimodal and tactile resources within inclusive museum practices, for both visually impaired and non-disabled people.

Borja Herrera (Universidad Complutense de Madrid)

Immersive Virtual Reality: A New Horizon for Online Distance-Learning?

Abstract. The continuous technological development is favouring the appearance of devices with greater multimodal capacities (Calvo-Ferrer et al., 2016). In this context, we find the Head-Mounted Display (HMD) which, together with the haptic controllers, allow the user to interact in new possible ways with the virtual environment, as well as with other communicators (LaValle, 2016). Thus, the user is embodied in a digital avatar, moving arms, hands and body as if they were their own. These multimodal qualities were the starting point of our research, we were interested in analysing the Immersed Virtual Reality (IVR) environment as a suitable medium to provide a Spanish distance-learning course. In particular, we have studied its suitability within a communicative and socio-constructivist pedagogy (Vygotsky, 1986). It was our view that this environment might be better suited to this pedagogy than the webcam, already well established in remote teaching. The conclusions yielded by the analysis of the oral interactions showed that the IVR environment encourages speaking exchanges among students more effectively than the webcam. On the other hand, the conclusions reached through the analysis of the interviews indicate that nonverbal communication has been an essential element for IVR profile volunteers to experience the feeling of being together. Additionally, HMD seems to be a medium with greater capacity to convey elements of nonverbal communication and to promote communicative

exchange than the webcam. We believe that this study is a valuable and innovative research contribution, being as it is one of the first explorations on IVR technology undertaken in the field of distance language teaching.

(C)

Cailing Lu (Zhejiang University of Technology), Yen Dang (University of Leeds) and Stuart Webb (University of Western Ontario).

Academic Lectures as Sources for Incidental Vocabulary Learning: Examining the Role of Input Mode, Frequency, Type of Vocabulary, and Elaboration

Abstract. There is growing evidence that academic lectures are potential sources of incidental vocabulary learning for L2 learners, especially English for English for Academic Purposes (EAP) and English for Specific Purposes (ESP) learners. Academic lectures may be potential sources of incidental vocabulary learning for EAP and ESP learners as topic-related vocabulary is likely to occur frequently in academic texts (Chung & Nation, 2003). Yet no studies have explicitly explored the effect of the modes of input on the learning of vocabulary from academic lectures. This study adopted a pretest-immediate posttest-delayed posttest design to compare such learning at the meaning recall level of 50 words in the same academic lecture through five modes of input: reading, listening, reading while listening, viewing, and viewing with captions. 165 EAP learners from a Chinese university were assigned into either a control group or one of the five experimental groups. The experimental groups received the treatment with the assigned input mode while the control group received no treatment. Results showed that although learning happened through all modes of input, only reading, reading while listening, and viewing with captions significantly contributed to the learning gains. However, no significant differences were found in the learning gains from these three modes of input, which indicates that each mode led to a similar amount of vocabulary gain. Frequency of occurrence, the type of words (technical, academic, administrative and non-specialized vocabulary), the type of verbal elaboration, and non-verbal elaboration significantly predicted the learning gains while prior exposure to English did not. Discussion of the findings and pedagogical implications of the findings will be presented in the talk.

Cantalini Giorgina (Civica Scuola di Teatro Paolo Grassi - Milano)

Gestures and Professional Reading: A Reading Aloud Teaching Practice Based on a Multimodal Approach

Abstract. Functional illiteracy in Italy widely affects the 70% of the adult population (De Mauro, 2014). Conversely reading aloud turns out to be an important skill for many (teachers, professors, speakers, actors). In one case and in the other the success in the task of reading may be problematic for structural reasons. In the Diamesic continuum from Spontaneous speech to Written language (Nencioni, 1976), many speech forms (beyond reading aloud speech, formal public speech and acted speech) lack the unwilling responses and the reflex actions of the face-to-face interaction. In parallel, while in the spontaneous language performance the ideational process is synchronous to the locutionary process, and speech goes on together with the flow of thought (Chafe, 1994), in the reading the content is figured out completely only afterwards, frequently lacking communicative efficiency. The talk offers an overview on a reading aloud teaching practice based on an empiric multimodal approach in which dynamic

instructions exploit the capability of gestures and body movements to trigger a meaningful text interpretation. If speech is "a fundamentally embodied phenomenon" (Loehr, 2014), the overall hypothesis of the reading technique is that the integration of gesture in the reading finally recruits meanings (McNeill, 2016) and their full expression to the audience. The specific methodology developed (Cantalini, 2015) triggers body movements involving the concepts of space, path, directions, boundedness/unboundedness (Morgenstern et al., 2018). The performance of gesture helps to introduce linguistic elements such as information structure and speech act actionality, and to convey the communicative value into the voice, recovering the missing ideational process and actualizing the illocutionary force, that is absent in the written text, within the utterances. Following the Stanislavskij System (2008), the success of the communicative performance is when the information 'happens', generating fulfillment in the speaker and clarity in the audience.

Carmen Sancho Guinda (Universidad Politécnica de Madrid)

Promoemotional Science? Stylisation and Emotion in Graphical Abstracts

Abstract. The need to reach out to broader audiences with more democratic models of science dissemination, together with the current digital affordances and the commodification of science, have favoured the expression of emotion in online academic genres such as the graphical abstract. In this presentation I explore the most frequent types of emotion expressed, their formal causes, and their communicative consequences. Visual stylisation appears to trigger the metaphorical encapsulation of scientific content, which may obstruct interpretation even by disciplinary communities. With a theoretical framework combining Multimodality (Bateman, 2014; Kress & van Leeuwen, 1996; Machin, 2007), Systemic Functional Grammar (Martin & White, 2005) and Bednarek's (2008) taxonomy of affect, I analyse scholarly samples published in high-impact journals and widely criticised by science bloggers. Findings show that graphical abstracts may fuse emotion and emotional language, hybridise discourses on the verbal and visual plane and consequently compromise genre integrity, disregard the IMRD narrative of science, blur public and private domains and presume from addressees an encyclopedic and pragmatic knowledge that not always exists. They also point to a breach between journal exemplars and scholarly practice.

Carolina Arias-Contreras (The University of Queensland)

Exploring the English Language Needs in the Field of Agriculture: A Needs Analysis in the Chilean Context

Abstract. English for Specific Purposes (ESP) has been investigated in many disciplines, yet few studies have explored the role of ESP in the field of agriculture; specifically, the role it plays for agricultural professionals. This study addressed this gap by exploring the English language needs of vocational education and training (VET) students opting for an agricultural program in Chilean schools. To this end, a needs analysis (NA) was conducted to first identify the tasks requiring English in the work of agricultural technicians, second, to explore the teachers' views of the teaching of English to VET students enrolled in an agricultural program, and third, to explore the students' views regarding the English language in relation to their specialization. This study used a mixed-method approach in which data were collected from interviews, document analysis and questionnaires. Participants included 12 workers from four agricultural companies, 11 teachers from three high schools providing VET programs in agriculture, and 171 high school students from the same school as teachers. Findings revealed that English language

was necessary for technicians to conduct specific tasks (e.g., communicating with international visitors, reading technical documents). From the teachers' perspectives, students should be taught English language that is relevant to their specialization. However, several limitations, including the national EFL curriculum and teaching materials restrict their ability to teach language pertinent to their students' interests and needs. In addition, most students seemed to be aware of the role that the English language plays in their occupational domain, and would like to have lessons that were designed in relation to their specialization. It is expected that this study will contribute to understanding of the language needs of students in a vocational context, which, in turn, will enable teachers and curriculum developers to address the limitations of current curricula.

Catherine Nickerson (Zayed University)

Teaching Business English to Undergraduate Learners: Addressing the Complexities of Digital and Professional Communication

Abstract. An important aspect of professional language education at tertiary level institutions, is the need to prepare learners to meet the demands of the workplace. In most cases, this means equipping learners who have no prior working experience, with a specific set of language skills which will help them to communicate effectively in their future working life and to deal with the increasing demands of the digital age. For language instructors, this often poses something of a problem, as they need to identify what those skills are, while at the same time also engaging these pre-experienced learners in a set of activities that will allow them to develop those skills. In this presentation, I will be focusing on business English as a prominent variety of professional English that is taught at many tertiary level institutions across the world to pre-experienced undergraduate learners from a wide variety of national and linguistic backgrounds. I will review the research on written business English in particular and identify some of the digital and professional skills that have been discussed in previous studies as characteristic of those that are demonstrated by successful communicators in business. In addition, I will outline some of the solutions that scholars have provided to help in developing these skills and I will also suggest ways in which these solutions could be presented in class in a practical way which would be relevant for learners with little or no working experience.

Chi Wui Ng (The Chinese University of Hong Kong)

English for Prospective English Teachers in Hong Kong: Classroom Language in English Lessons

Abstract. Informed by Critical Genre Analysis (CGA) (Bhatia, 2008), which appropriates text-external generic and semiotic resources across genres, discursive practices, and disciplinary cultures, an English for Specific Purposes (ESP) lesson on classroom language is designed for prospective English teachers in Hong Kong to assist them in demystifying their discursive performance in the professional context of English language classrooms in local schools and achieving pragmatic success in their professional practice of conducting English lessons.

Needs of target learners, which denote specification of what learners will be required to do with the target language in the target situation and how they might master the target language the best in the training, are analyzed with respect to the professional culture, professional practice, and genres relevant to English teachers in Hong Kong (West, 1994). On the basis of the needs analysis, a recorded English lesson

language is selected as an input material for the lesson and analyzed at textual, socio-cognitive, and socio-critical levels (Bhatia, 2002).

Pedagogical procedures of the lesson embody genre analysis, which requires students to analyze lexicogrammar and the rhetorical structure of a standard or model sample of classroom language in an English lesson with respect to a lesson plan, generic transfer, where students transfer the genre of lesson plan into the genre of classroom language, and free genre production, where students plan and demonstrate a 15-minute English language learning activity in pairs using appropriate classroom language on the basis of a given class profile.

After completion of the lesson, students' genre ownership, discursive performance, and competent specialist behaviour are expected to be assessed by means of a weblog recording prospective English teachers' discursive performance during their teaching practice in a local school.

Christina Krause (University of California Berkeley / University of Duisburg-Essen), Danyal Farsani (Universidad de Chile), Elise Stickles (University of British Columbia) and Eve Sweetser (University of California Berkeley)

Mode-Switching While Code-Switching: An Exploration of Bilinguals' Use of Gestures When Using Two Languages

Abstract. Interchanging between different languages within a single communicative event is known as code-switching (Gumperz & Hymes, 1972). Code-switching has been found to fulfil functions like identity negotiation and listener accommodation (Blackledge & Creese, 2010). The notion of translanguaging expands on this by emphasizing on fluidity and flexibility in movement between languages and on the language choices made from the bilingual's perspective (García, 2009). Rejecting the idea of fixed and static language boundaries, translanguaging acknowledges the use of linguistic repertoires in two or more languages as an integrated communication system for meaning making (Creese et al., 2008). Considering gestures as part of linguistic repertoires, remarkably little is known about gestures' appearance, roles and functions in code-switching in bilinguals' discourse, and their relationship to translanguaging (Gullberg, 2012; Kusters et al., 2017). Gesture and speech are understood to form an integrative system as "different sides of a single underlying mental process" (McNeill, 1992, p. 1) – even more, "gesture, together with language, helps constitute thought" (p. 245). Concurrently, the theory of linguistic relativity claims that different languages afford and shape the way we think differently (Boroditsky, 2011; Lucy, 1996). Integrating bilinguals' gestures in analysing code-switching could thus elicit our understanding of bilinguals' language choices and of the influence of language on thought (Stam, 2010). Addressing the gap in the literature, we explore the phenomenology of gestures observed during code-switching – here, between Persian and English in the context of mathematical discourse. The data includes interviews with a teacher and a student talking about power equations and two teachers' instructions in their bilingual mathematics classrooms. The qualitative investigation focuses on the nature of the gestures, their functions in code-switching, and their role in translanguaging, towards the development of a conceptual and analytical framework for the integration of gesture into the translanguaging model of integrated meaning making.

Christina Piot (University of Liège)

Multimodal Encoding of Motion Events in French and Dutch as L1 and L2

Abstract. Several studies have suggested that the typological differences between verb-framed and satellite-framed languages observed by Talmy (2000), are reflected in co-speech gestures (Brown & Chen, 2013; Kita & Özyürek, 2003; McNeill, 2005; McNeill & Duncan, 2000). More specifically, the aforementioned authors identified different relations between the types of languages and the realisation of the aspect of manner in gestures. Against this background, the present study aims at determining how L1 French (F1) and Dutch speakers (D1) and French-speaking learners of Dutch (D2) realise dynamic (DME) and static motion events (SME) both in language and co-speech gestures. Following and expanding on the methodologies developed by McNeill (1992, 2005), Kita and Özyürek (2003), Stam (2006), and Lemmens and Perez (2012, 2018), we conducted an experiment in which participants had to describe scenes from Tweety and Sylvester and in which they had to locate objects on pictures. Our study reveals (1) that D2-speakers tend to encode manner in the verb when they describe DME, (2) that F1-speakers encode path more often in their gestures than D1-speakers, (3) that L1-speakers produce more often iconic gestures than L2-speakers who tend to produce non-substantive gestures and (4) that learners tend to encode path in their iconic gestures in both French and Dutch. In addition, the results are mostly in line with previous studies on the expression of motion events by F1- and D1-speakers (Kopecka, 2006; Lemmens, 2002; Talmy, 2000) and with research on the expression of SME by D2-speakers (Lemmens & Perez, 2010, 2012, 2018). In fact, the differences between satellite-framed and verb-framed languages in the expression of both DME and SME are reflected in the data. Finally, the D2-speakers who have taken part in this study also underuse posture verbs and overuse neutral verbs in their descriptions of SME.

Christine Feak (University of Michigan)

Cultivating a Scholarly Identity: Looking Beyond Traditional Research Genres

Abstract. A central question in identity research on academic contexts is how to help novice members of a discipline in the process of academic identity formation. This is a particularly vexing question when we consider that many post-graduate students, especially PhD students, struggle to see how they fit in their chosen disciplinary communities and how others may see them. Research has shown that academic identities develop through engagement in a number of academic activities (Cai, Liexu, et al. 2019) (e.g., through mentoring, conference attendance and presentation, research writing, 3MT talks for non-specialists, and blogging [Luzón 2019] to name a few). Yet, when EAP courses focus on developing one's academic identity, these efforts are typically directed at how this might be accomplished in written research genres, such as journal articles, dissertations, or perhaps grant applications (Flowerdew & Wang 2015). While such instruction is indeed valuable, EAP courses can do more than this to support students' identity construction. For instance, just as faculty and other established researchers do (see Hyland 2011, 2012), a student's academic identity can and should be cultivated online, through departmental websites, personal webpages, and LinkedIn, multimodal spaces that typically include content that most explicitly reveals one's scholarly self. This presentation will demonstrate how EAP writing instruction can help PhD students take advantage of the affordances of a multimodal space, the department website, in the process of identity formation to cultivate an online presence. It will also discuss the creation of a short course module for both L1 and L2 speakers of English that is devoted to curating one's online scholarly identity, exploring the question of how we can support students in their efforts to reveal an identity that resonates with members of their disciplinary community.

Christine Tardy (University of Arizona)

"Why Do I Follow like 100 Epidemiologists on Twitter?": Public Engagement with Epidemiologists' Tweets

Abstract. A U.S. political statistician recently tweeted: "Looking forward to some random Sunday afternoon 3 years from now when I'm like 'why do I follow like 100 epidemiologists on Twitter?'" The tweet received more than 83,000 likes and was retweeted over 7,000 times, suggesting that many users related to the sentiments. Indeed, epidemiologists are now the center of much social media attention as the COVID-19 pandemic continues to affect daily life worldwide. As one example, Dr. Eric Feigl-Ding, an epidemiologist at Harvard University, had around 2,000 Twitter followers in January 2020 and over 310,000 ten months later. The sudden rise in social media attention to scientists offers a unique window into the role that digital genres like microblogs can play in educating the public (Orpin, 2019) and to the ways in which the public engages with these genres. This research analyses the Twitter activity of ten epidemiologists who are based in the United States and have a sizable number of Twitter followers (from 50,000 to over 200,000). The study aims specifically to understand which tweets from these epidemiologists attract the most attention from users and how users interact with their content. The epidemiologists' tweets from October 2020 are collected, and their ten tweets that garnered the most and least attention (based on likes and retweets) are analysed in depth (20 tweets per scientist, with 200 tweets in total). Multimodal genre analysis examines user engagement in relation to tweet and response content, tweet type (single tweets, threads, quote tweets), tweet elements (visuals, hashtags, links, tags), and lexicogrammatical features of engagement (e.g., reader pronouns, questions, appeals to shared knowledge; Hyland, 2010). I conclude by discussing how scientists use--and can use--this digital genre to educate and engage the public and by considering implications for LSP.

Christopher Smith (Carleton University)

How Can We Read the Big Picture? a Critical Approach Multimodal Analysis for English Language Teaching Textbooks

Abstract. This study underscores a critical, multimodal approach to account for the multimodal discourse in English language teaching (ELT) textbooks. Often serving a supporting role as the syllabus or curriculum for English language learning programs, critical studies of ELT textbooks have highlighted instances of social injustice in their contents, such as diminished gender representation, imbalanced racial agency in characterizations, cultural marginalization, or in the projection of inner-circle cultures as the preferred standard against which all others are compared. Despite these findings, none use a comprehensive analytical framework to account for the field of meaning that each opened page of a textbook presents to the reader. To address the lack of a comprehensive method for analyzing multimodal ensembles in ELT textbooks, the present study proposes and explores a critical multimodal analysis template (CMAT), specifically designed for looking at large collections of multimodal discourse, by asking: How can we operationalize an analytical framework to critically account for the multimodal discourse in ELT textbooks? Drawing on relevant literature (i.e., Machin & Mayr, 2012; Kress & Van Leeuwen, 2006; Wodak & Meyer, 2016) informing the construction of CMAT, a series of vignettes analyzing a popular, globally published ELT textbook demonstrates how the proposed framework can be used to help practitioners of ELT critically account for the multimodal discourse in their textbooks. The findings suggest CMAT can account for much more "meaning-making" than in some previous studies, implying the potential for inculcating increased critical, pedagogical awareness of social injustice in ELT textbooks.

Cinzia Giglioni (University of Rome "La Sapienza")

Interconnections Between Visual and Verbal Units in Corporate Codes of Ethics: A Comparative Study.

Abstract. The study aims to go further in the research on codes of ethics, a still quite under investigated genre in corporate communication on the part of linguists. Preceding studies showed that the two previously identified types of codes – i.e. legalistic and commitment-oriented (Frankel, 1989; Catenaccio & Garzone, 2017) – entail some recurring traits at both macro and micro-textual, lexico-syntactical levels (Giglioni,2019). Furthermore, it was demonstrated that (Italian) national regulatory framework influences codes' textual realization. In fact, Italian codes are onaverage more legalistic than British and American listed companies' codes (Giglioni, 2020). According to previous steps in the research, visuals may be considered one of the most distinguishing traits for code type's recognition at a macro-textual level (Giglioni, 2019). For this reason, the paper aims to explore the use of visuals in codes of ethics and the interconnections between visual and verbal units through the application of Martinec and Salway's model (2005) for image-text relations. The scope is to expand multimodal analysis (Kress & van Leeuwen, 2006; Kress, 2010) into a genre which hasn't been researched from this point of view, even if it has significantly contributed to the reshaping of institutional discourse in the "new", inherently multimodal, web-based environment. Furthermore, cultural differences are expected to be reflected in the way corporate communicators resort to visuals for meaning-making, i.e. in (Italian) prevalently legalistic codes visuals are expected to be less exploited. Therefore, a quantitative survey of the relation between text and visuals, as well as a qualitative analysis of the major tendencies in both Italian and British/American corporate documents are carried out on a corpus composed of twenty-five codes of ethics issued in 2020.

Congyi Qu (The Hong Kong Polytechnic University) and Renia Lopez-Ozieblo (The Hong Kong Polytechnic University)

Gestures by L1 Cantonese Learners of L2 English

Abstract. Recent decades have witnessed an increasing interest in the study of Second Language Acquisition (SLA) in connection with gesture. This paper synthesizes previous studies of L2 gestures, covering the interrelationships among language type, L2 proficiency, and gesture type and frequency. The present study considers L1 Cantonese, L2 English, and the corresponding gestures. Speech and gesture were collected through oral narrative tasks. The findings suggest that L2 English beat gestures are significantly more frequent than L1 Cantonese beat gestures, which is different from previous findings; L2 English deictic gestures are significantly more frequent than L1 Cantonese deictic gestures, which corroborates previous findings; there is no significant difference between the L2 gestures by learners of low L2 English proficiency and the L2 gestures by learners of high L2 English proficiency, in terms of the frequency of any L2 gesture type, which is different from most of previous studies.

Cora Cen (University of Nottingham, Ningbo China)

An SF-MDA Approach to Consecutive Interpreting: Unveiling the Meaning Construction and Transfer Process

Abstract. Interpreting studies have been focused on cognitive aspects for the past few decades (e.g., Gile, 2009; Seleskovitch, 1978). Non-cognitive interpreting studies such as interpreting behavior

research (Poyatos, 1997) are gaining more and more attention with the assistance of multimodal discourse analysis. Within interpreter-mediated human communication activity, meaning is constructed and transferred by multiple semiotic resources—verbal interpretations, aural and visual modes and kinesic behaviors. Underpinned by O'Halloran's systemic functional multimodal discourse analysis (2008), a functional view on consecutive interpreting is made possible in order to explore how interlocutors construct and transfer meaning through multiple semiotic resources in two language systems. This paper uses a multimodal corpus based on video recordings of consecutive interpreting in China-US diplomatic talks from 2013-2020. The analysis of the data found that the leaders from the two countries communicate via multiple semiotic resources including verbal, para-verbal and non-verbal expressions. That is, both interpreters and leaders construct the meaning with linguistic and non-linguistic expressions. This observation emphasizes both the linguistic and non-linguistic adaptation in the dynamic language environment of consecutive interpreting practice. The analysis confirms that meaning construction and transfer are realized through multimodal resources by both the political performance and its interpretation.

(D-E)

Dacia Dressen-Hammouda (Laboratoire ACTé, Université Clermont Auvergne) and Ciara Wigham (Laboratoire ACTé, Université Clermont Auvergne)

Professionals' Feedback on Emerging Multimodal Needs in LSP: An Evaluation of Student-Produced Instructional Video Tutorials

Abstract. Increasingly, higher education students' pedagogical needs in LSP have moved beyond school-based literacy with a focus on writing instruction in a foreign language, toward a drive to harness the multiliteracies skills more appropriate to current workplace environments. To become competent contributors in their workplace cultures, students today need to develop "language-techno cultural competence" (Sauro & Chappelle, 2017). Consequently, a greater appreciation for multiliteracies and emphasis on "a combination of one or more elements of digital, multimodal, communicative and multilingual practices" (Ware, 2017:267) should be increasingly reflected in how we teach foreign languages (Cope & Kalantzis, 2015). This study examines the extent to which students from a master's program in technical communication are prepared, through a multimodal design project in an English-language medium context, to meet professional workplace needs related to language fluency and multimodal literacies. It proposes a methodology for evaluating workplace multimodal literacy through i) the elaboration of an evaluation grid based on published empirical literature and ii) its employment in a guided reception study to gauge the effectiveness of student-created instructional video tutorials with four video communication professionals. The research-based criteria allowed the experts to give specific feedback on the difficulties students encountered in modally repurposing resources and adapting them across modes. We discuss three of the semiotic modes for which the experts considered students did not meet expected professional standards: organization and structuring of information included in the tutorial, the video tutorial's speed and tempo, and spoken language narration. Our paper offers a reflection on how a collaborative needs-based analysis between academics and domain professionals can guide best practices for constructing viable evaluation grids. It suggests possibilities for introducing appropriate forms of action and intervention into future versions of teaching multimodal design projects in order to better prepare LSP students to meet workplace multimodal literacy requirements.

Elimar Ravina (University of Santo Tomas)

Lexical Analysis of the English to Filipino Translations of Terms in Computer Studies

Abstract. This paper sought to do lexical analysis of terms in computer studies and the translation processes applied on to them .Specifically, the analysis focused on finding the lexical type, lexical category, lexical formation, and translation technique used in translating the terms. This analysis intended to find out the decision patterns of translating computer studies terms in English to Filipino based from how they were used in Filipino texts and academic discourses. The terms were taken from books, journals, and actual use of students and professors in the context of the computer studies discipline. Data were gathered using document review, focused group discussions, and questionnaires. To analyze the data, these were back translated (by a technical translator) and after which, the terms in English were analyzed lexically (by English teachers) and the terms used in Filipino texts and discourses were analyzed (by a translation studies expert) based on the translation technique applied. The results revealed that there was no common translation decision patterns in the sample, but it had been concluded that the possibility of lexical-based translation can be made to make the translation process systematic. Having systematized translation in computer studies, this study may be significant in improving bilingual discourses and materials in Philippine education that are perceived to be helpful in teaching and learning especially in using Filipino in Computer Studies.

Elis Kakoulli Constantinou (Cyprus University of Technology)

ESP Teacher Education Today: The Online Reflective Teacher Education Course in ESP

Abstract. Since the early 1980s, when Ewer (1983) was amongst the first to express the view that English for Specific Purposes (ESP) practitioners face various challenges when teaching ESP, very little improvement of the situation has been noted in the literature. According to Basturkmen (2012), ESP research mostly focuses on the needs of the learners and specialists discourse rather than ESP teaching methodology issues. Recent literature shows that ESP practitioners continue to be in need for Teacher Education (TE) (Gaye, 2020; Kirkgöz, 2019; Kakoulli Constantinou & Papadima-Sophocleous, in press; Tao & Gao, 2018). The present paper reports on a Technical Action Research study conducted during 2017-2019. The study aimed at addressing the neglected need for ESP TE among a group of 24 language instructors, consisting of ESP practitioners representing different ESP fields or English as a Foreign Language (EFL) teachers who expressed interest in educating themselves on issues of ESP teaching methodology or updating their knowledge on the latest developments in ESP teaching practices. Based on a) a thorough review of learning theories and TE models, b) online TE, c) the latest updates in the field of ESP, and d) an analysis of the 24 language instructors' needs in ESP TE, the researcher developed the ReTEESP Online (The Online Reflective Teacher Education course in ESP). The study focused on the challenges the participants faced with the ReTEESP Online, the ways these challenges were addressed, suggestions for improvements in the future, and whether the participants benefitted from the course in the end. Data were elicited through a questionnaire administered at the beginning of the course, reflective journals, field notes, comments and messages exchanged, and focus groups and interviews that took place after the completion of the course. The study yielded important implications for ESP researchers, practitioners, teacher educators and stakeholders.

Ena Bhattacharyya (Universiti Teknologi PETRONAS)

Technical Oral Presentation Competence: Stakeholders Lens on the Use of Spoken Discourse Markers

Abstract. Oral presentations are expected of engineers as part of their job specification. Hence, it is pertinent for engineers to acquire essential oral presentation competence. Despite its significance in various workplace communication events, oral presentation competence - a crucial feature for engaging the audience - remains untapped in engineering technical oral presentation. This exploratory study involved 13 engineering lecturers and 12 engineers to determine the use of spoken discourse markers by engineering students in 16 technical oral presentations. The study outcomes revealed the following: (1) for students, linguistic markers (e.g., personal pronoun markers and sales-like talk markers) seemed to accentuate interaction and engagement in their presentation; (2) engineering lecturers highlighted interactive discourse markers by displaying preference to technical competency and discipline-specific content features; and (3) engineers emphasised on content-specific terminology markers, personalised markers, and industry-relevant markers.

Erandi Kithulgoda (Victoria University of Wellington)

Multimodality Across Cultures: A Genre Analysis of the Online Product Description

Abstract. The presentation reports the findings of a pilot analysis conducted on a cross-cultural multimodal corpus of online product descriptions. E-commerce accounted for 8.7% of total global retail sales in 2016, and it was predicted to increase to 14.6% by 2020 (Hagberg, Jonsson, & Egels Zandén, 2017). The research concern gained further weightage in the face of a global pandemic, making the exploration of language (written and visual) and characteristics of online shopping sites a timely necessity. On a different note, analysing the discourse of online shopping will be instructive to Marketing professionals, e-business owners, students studying Business Management/Marketing, and those interested in understanding how language of a commercial nature behaves on the digital platform. Two sub corpora of New Zealand and Sri Lankan beauty care product descriptions were compiled from online shopping sites. Swales' (1990) move structure analysis and selected resources from Kress and Van Leeuwen's (2006) grammar of visual design were adopted to investigate the corpus. The analytical framework for website interactivity proposed by Adami (2014) was also utilized with a couple of refinements added to the framework, in order to get a better sense of the actions and effects of the interactive items used within the product description. Cross-cultural differences were identified in the moves, lexico-grammar and interactivity of New Zealand and Sri Lankan online product descriptions. Differences were also identified in the use of images mainly related to their ideational function, in terms of the types of images (offer vs demand) used. The preliminary findings hint at the necessity of taking into account genre feature variation when crossing national boundaries, and provide a deeper understanding of how each culture perceives and utilizes multimodality.

Esther Ka-Man Tong (College of Professional and Continuing Education, The Hong Kong Polytechnic University), Lorena Po-Yin Chan (College of Professional and Continuing Education, The Hong Kong Polytechnic University) and Jodie Yik-Sze Lee (College of Professional and Continuing Education, The Hong Kong Polytechnic University)

Addressing English Learners' Emerging Needs in Mathematical Literacies Learning Through a Bilingual Mobile App

Abstract. English language learners with lower level of English proficiency and/or with prior learning experience through Chinese as a medium of instruction are often being challenged to manipulate the interplay among graphs, symbols, equations and words to develop mathematics conceptual knowledge, apply mathematics reasoning and convey mathematical semantic relationships (O'Halloran, 2005). Wilhelmer (2008) highlights the importance of using visual aids to help English learners translate mathematics language to visual representations of mathematical concepts or word problems. Drawing on Lemke's (1990) "thematic patterns" theory, this paper analyses the trans-semiotising practices (Lin, 2015) of a mobile application designed by faculty members of mathematics in collaboration with a language specialist to provide bilingual integrated content and language learning aids to support students' transition to EMI mathematics education through the thematic-pattern based "concept + language mapping (CLM)" approach (Lin, 2018). The focus of analysis is on the non-linear integration of the multimodal semiotic resources in the bilingual mobile app – how language is entangled with other technology-enabled semiotic resources to facilitate mathematical inquiry and meaning-making. Emphasis is placed on how the mathematics-specific words and sentences that contribute to the thematic patterns of the mathematical topics are organised and intertwined with the static and/or animated images to construe mathematical representations in the mobile app. The analysis of the multimodal learning materials will be triangulated with interview data with teachers to study how different modes of languages, symbolism and visual images are used in practice for mathematical knowledge building. A framework for designing a mobile app for trans-semiotic pedagogical scaffolding practices will be proposed to aid English learners' mathematical literacies learning.

Eunjeong Park (Sunchon National University)

Language Needs Analysis to the Development of English Communication Courses in LSP

Abstract. When it comes to developing and implementing new curriculum, it is necessary to deeply consider learner needs. A university in South Korea initiated the new curriculum of general education for freshmen in 2020, and a course called Communication English was one of the courses in the new curriculum. This study, therefore, aimed to conduct a needs analysis in order to examine the freshmen's needs particularly for the development and innovation of the course of Communication English at a medium-sized national university in South Korea. A survey method and interviews were implemented in this study. Data were collected through multiple-choice questionnaires and semi-structured interviews. The items in the questionnaires and the interviews addressed different aspects of learning with regard to students' needs. The results revealed diverse aspects of the students' needs. First, the students had both instrumental and integrative motivation to learn English. Second, they considered four skills-integrated instruction necessary for the improvement of English language skills. Third, they expected feedback on the use of grammar and vocabulary in their writing. Thus, this study implies what the students' needs are and how the new curriculum of Communication English should meet their needs.

(G-H)

Gahyun Son (Simon Fraser University)

An Axiological Call for YouTube Viewers: Posthumanism, Agency, and Responsibility

Abstract. This paper discusses how the YouTube algorithm shows some major axiological challenges and how posthumanism can offer educators and teachers new perspectives to develop related digital literacy pedagogies. From the posthumanist perspective, meaning-making processes on YouTube are unpredictable and emergent, entangled by humans, materials, and algorithms. This provides a way of reconsidering the notion of agency. Robbins (2016) argues that "humans, and living beings in general, are not the only type of matter to possess the potential for agency" (p. 153). In this respect, I argue that the YouTube algorithm itself is a part and a form of agency in entanglements of the YouTube's rhizome. Users of YouTube have been aware of the influence of its algorithm on them. It is a common practice on YouTube that they often leave comments joking about "YouTube Algorithm" or "YouTube recommendation" on the automatically recommended videos. I have collected comments on YouTube, which are related to some patterns of "YouTube recommendation" or "YouTube algorithm" memes; then, I analyzed how viewers regard agency in relation to the algorithm when it comes to which videos they will "choose to" watch. Results show that commentators take a passive and defensive position against the algorithm which deprives them of the agency. Commentators see agency as an attribute subject to individual entities rather than "the ongoing reconfigurings of the world" (Barad, 2003, p. 818). I cautiously bring up a problem with this view of agency because this may provide YouTube viewers an excuse to pass their responsibility for their choice to the algorithm. I argue that agency is enacted by all meaning-making participants, viewers, algorithms, and other semiotic forces. Therefore, YouTube viewers should be aware of their responsibilities for one action or choice, such as one-click of Like or Dislike, since they can affect the whole algorithm system.

George Lianjiang Jiang (Education University of Hong Kong)

Chinese Netizens' Digital Multimodal Composing During the Pandemics: Implications for Civic Engagement Education

Abstract. This paper explores the implications of Chinese netizens' self-initiated digital multimodal composing practices on COVID-19-related knowledge and stories in the Chinese pandemic context. It adopts a case study approach where publicly accessible video productions of two Chinese netizens are examined. Applying the multimodal discourse analysis approach, we analyze the netizens' videos and discuss what they suggest about the netizens' literacies and skills about civic engagement and digital citizenship. We argue that netizen's digital multimodal composing practices demonstrate their critical sense of digital citizenship and social responsibilities in addition to creativity and semiotic awareness. Following the case studies, we discuss how an emergent online participatory culture of civic participation is taking shape in the Chinese context. The social impact of such culture during the time of crisis and change is discussed and implications on how the educators can respond to netizen's civic activism by creating space of digital citizenship education in schools are also discussed.

Giuliana Salvato (University of Windsor, Ontario)

Verbal and Nonverbal "Immediacy" in Canadian, Italian, and Hong Kong University Classes: An Exploratory and Comparative Study

Abstract. Immediacy defines the verbal and nonverbal behaviours that can help interlocutors decrease physical and psychological distance between them during interaction (Mehrabian, 1967). In educational settings, immediacy has been studied with a specific focus on the characteristics that may increase perception of teacher credibility, students' cognitive and affective learning (Christophel, 1990; Gorham, 1988). Some teachers' behaviours can decrease perception of distance from students and increase motivation and commitment to learning (Chesebro & McCroskey, 2001). An immediate instructor has been found to be someone who calls students by name; moves around the classroom; pays attention to voice; and uses humour (Violanti et al., 2018). Students generally appreciate the ability of a teacher to convey warmth and involvement to their classes (Frymier, Goldman& Claus, 2019). They can perceive not only when an instructor is competent but also when he or she cares for them (Finn & Schrodt, 2012). The way a teacher constructs immediacy in class can, therefore, be an effective educational strategy. Having said so, it is reasonable to wonder whether the verbal and nonverbal traits that make up the profile of an immediate instructor change across cultures (McCroskey et al. 1996; Neuliep, 1997). By using the Chinese Teacher Immediacy Scale (Zhang & Oetzel, 2006), this study explores the characteristics that 100 Canadian and 100 Italian university students appreciate in a professor; the verbal and nonverbal behaviours that they find to facilitate and motivate their learning. This study also offers a comparison of results with data collected in Hong Kong (López-Ozieblo, 2015), in an attempt to explore instructors' immediacy cross-culturally. Our analysis suggests that, as a noticeable difference, instructors' nonverbal behaviour such as walking around the classroom is an appreciated trait in Canada, but not so to the same extent in Italy and in Hong Kong.

Hang Joanna Zou (East China Normal University) and Ken Hyland (University of East Anglia)

"This Is an Important Topic": Stance in Academic Blogs and Three-Minute Theses

Abstract. This paper reports a cross-genre study of how academics show authorial stance in two increasingly popular but underexplored academic genres: academic blogs and Three Minute Thesis (3MT) presentations. Based on a corpus of 58 academic blogs and 58 3MT talks from social sciences, we explore how academics represent themselves and their research to non-specialist audiences in two very different contexts. We found that the 3MT presenters used more stance resources and took stronger positions, largely by indicating certainty and creating a more visible authorial presence. Academic bloggers, on the other hand, preferred to downplay their commitment and highlight affect. The variations are explained in terms of mode and context, especially the time-constrained and face-to-face competitive nature of the spoken genre and the potential for critical feedback in the blogs. The findings demonstrate the salience of stance in the two genres and role of context in academic communication. It has important implications for scholars who are seeking to take their work to new audiences in perhaps unfamiliar genres.

Haoyue Xu (Chongqing University)

A Contrastive Study of Attitude Resources in Chinese and American News Reports on China's Foreign Aid to Fight Against COVID-19

Abstract. The attitude system is one of the three subsystems in the Appraisal Theory which deals with people's feelings. Therefore, it can be used as a theoretical framework in analyzing underlying feelings and opinions of authors in different discourses. After the COVID-19 spread around the world, China has offered help to many countries by sending medical supplies or doctors. Domestic and foreign media have paid close attention to and reported on China's foreign aid. However, there are relatively few studies on comparison of the use of attitude resources in news reports from two countries on China's foreign aid. Based on the Attitude System in the Appraisal Theory, this study aims to compare and contrast the use of different attitude resources in the two corpora compiled from 30 news from the Chinese and American mainstream media respectively on China's foreign aid against COVID-19 and explore the possible reasons underlying the similarities and differences. The results show that in both Chinese and American news reports, the least used attitude subcategory is Judgement and valuation is the most commonly used subsystem within Appreciation. As for differences, more positive resources are used in Chinese news while in American news negative attitudes are employed more frequently. Besides, within Attitude system, Appreciation is the most frequently used category in Chinese news, whereas in American news the Affect category takes the largest proportion. Then the possible reasons behind these similarities and differences are explored with the elaboration of some examples. It is hoped that this study can not only provide a new perspective to the comparative study on news discourses of different cultural sources, but also help readers to detect the real attitudes in news and view the news rationally from a critical perspective.

Hayat Passos (Universidade Estadual do Sudoeste da Bahia), Maíra Avelar (Universidade Estadual do Sudoeste da Bahia) and André Lisboa (Universidade Estadual do Sudoeste da Bahia)

The Connection Between Adverb and Aspect: A Cognitivist and Multimodal Proposal

Abstract. In Brazilian Portuguese, the expression of aspect is not restricted to verbs, but can be extended to adverbs. In this study, we aim to articulate, in the framework of Cognitive Grammar, the categories of "adverb", "repetition" and "aspect/aspectuality", to describe the category "aspectualizer adverb of repetition". Also, we demonstrate how the category in question can be instantiated by the partially filled construction schema [QNT + "times" (vezes)]. Considering the relevance of Gesture Studies in the instantiation of the category under analysis, the articulation between aspect and gesture in Cognitive Grammar is presented, as well as the model of Utterance Construction Grammar. Afterwards, the methodological procedures of gesture analyses and identification are presented, in correlation with speech, as well as the collection and analyses of illustrative examples. The discussion of results demonstrates that verbal constructions instantiated by the schema [QNT + "times" (vezes)] can be linked to gesture repetition, marking iteration or reduplication, and to the Image Schema Cycle. Therefore, from the multimodal point of view, the succession of events or iterative acts, conveyed in speech, constitutes a limited or unlimited action, demonstrated in gestures.

Helena Torres-Purroy (University of Lleida) and Sònia Mas-Alcolea (University of Lleida)

Becoming a "Competent" Scientist Through Multimodal Communication: A Case Study

Abstract. Aiming to transcend the classical monomodal, language-centred view of scientists' communication approached by academic literacies research (Archer, 2006), this paper explores the significance of multimodal communication for scientists' development of expertise. In particular, it focuses on the processes that are involved in the local construction of "competence" by a group of scientists, and the ways in which, in the context of the research group, scientific competence is linked with scientists' mastery of multiple communication resources for international success. The data analysed, consisting of video and audio recordings, photographs, original documents and field notes, were gathered throughout eleven months of ethnographic research in two multinational scientific teams based in a university in Catalonia (Spain). This allows for the exploration of formal and also informal communicative practices that offer a rich view on scientists' daily communication. The analysis relies on theoretical notions from multimodal social semiotics (Kress, 2010), the ethnography of communication (Hymes, 1964) and the community of practice (Lave & Wenger, 1991), and takes a (multimodal) critical discourse analytic approach (Fairclough, 1995; Machin, 2013). Results demonstrate that multimodal communication is not only intrinsic in 'doing science' but also that it is in fact constructed by scientist practitioners as a decisive practice in their career, closely related to success. By presenting concrete references in the data to the use of a wide range of communicative modes, the paper proves that scientific competence and legitimacy are two interlinked qualities that on the one hand rely on a specialised mastery of multimodal communication, developed through the local practice of science and conveyed as a local construct, and which, on the other hand, is simultaneously framed within scientists' global aspirations.

Huawei Shi (Nanyang Technological University; Yantai University) and Vahid Aryadoust (National Institute of Education, Nanyang Technological University)

Students' Engagement with Automated Writing Evaluation (AWE) Feedback: An Ongoing Eye-Tracking Study

Abstract. Automated writing evaluation (AWE) systems have been widely used in writing assessment as well as writing instruction. Originally designed to generate summative scores for written essays in high-stakes tests, automated writing evaluation (AWE) systems were increasingly revised and readapted to contribute to classroom instruction and assessment by providing automated written feedback. While an increasing number of researchers have investigated the effect of AWE feedback on students' writing, most of the research relied on questionnaires, interviews, or psychometric data and very limited research examined students' neurocognitive processes as indicated by neurophysiological data. As such, this study aimed at approaching students' perceptions with AWE feedback with the help of eye-tracking technology. Pigai, a Chinese AWE system, will be used to generate feedback on three pieces of typical student essays. 20 college students will be recruited and participate in the study: eye-tracking data of students reading the essays and of students reading the essays coupled with AWE feedback, data of students' judgement of the accuracy and usefulness of each AWE feedback, and data of the questionnaire will be collected. MANOVA and ANOVA will be used to analyze the collected data. Expected findings might reveal the patterns through which students engage with different types of AWE feedback, and how students engage with seemingly inaccurate AWE feedback, as well as whether students' proficiency level will influence such patterns or not. The findings of this study will shed light on the integration of AWE feedback in writing instruction.

(J)

Jack Pun (City University of Hong Kong)

A Case Study of Teachers and Students in Coping with Their Language Challenges in Hong Kong EMI Classrooms

Abstract. Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English medium of instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report a study in Hong Kong which explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, and Biology) from 8 secondary schools. Drawing the multiple sources of data from semi-structured interviews, questionnaires and 34 hours video-recorded classroom observations of 19 teachers and 545 students, we explore the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between Grades 10 and 11 in both schools. The teachers' and students' perceptions of EMI teaching and learning process including their views on EMI, choices of classroom language, language challenges, coping strategies will also be investigated. By providing evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

Jasmina Đorđević (University of Niš, Serbia)

Students Creating Digital Videos in the Context of Languages for Specific Purposes: Multimodality in Practice

Abstract. Videos in the teaching and learning of Languages for Specific Purposes (LSP) have mostly been a static resource used for viewing and listening to subject-specific content (Nikitina, 2010) which is why the potentials of students creating their own videos need additional research (Naqi & Mahrooqi, 2016). Given that LSP requires that students master a certain target language to use and reproduce disciplinary knowledge in that target language (Dudley-Evans & St. John, 1998; Rodgers & Dhonnchadha, 2018), video creation may be a tool to help students reproduce that knowledge successfully, an outcome envisaged by every LSP teacher in their syllabi. This research is the result of 46 students creating videos as a substitution for the obligatory oral exam (part of an ESP course) in June 2020, i.e. at the end of the spring semester in the midst of the Corona pandemic. The course started normally on February 3 at the Faculty of Philosophy, University of Niš, Serbia but had to be moved online on March 16. With the aim to assess the students' oral performance (allocated 15/100 points), the students were asked to prepare and record a video of them giving a 10-minute speech on a given topic following specific instructions. They then emailed the recording to their teacher who assessed it based on rubrics, prepared for that specific purpose. The assessment showed that 68% of the students delivered well-structured, concise and coherent speeches. The subsequent survey completed by all 46 students showed that 87% of them believed the format to be challenging and demanding, yet highly rewarding. Both the assessment of the students' performance and their opinions stated in the survey confirm that the use of digital video creation is a valuable contribution to the implementation of multimodality in LSP learning and that it should be explored more broadly.

Jean Parkinson (Victoria University of Wellington, New Zealand) and Zihan Yin (Australian National University)

Stance and Engagement Features of Critical Review of Literature

Abstract. 'News and views' articles are increasingly included in a number of science journals. They provide a short synopsis and critical evaluation of a research article, usually one in the same issue of the journal as the research article. Usually written by a senior researcher in the field, they provide a good exemplar of critical review of an article. Perhaps for this reason, the 'news and view' genre is increasingly used as an assessment type for graduate students in science. Reviewing literature critically is a challenging task for students, as they need to take a critical stance to the literature, using appropriate lexicogrammatical resources to do so. This presentation reports on a study of the stance and engagement features used in a corpus of 60 'news and views' articles, comparing them with the stance and engagement features used in the 60 research articles on which the news and views articles are based. Stance is the way that writers express their "judgements, opinions and commitments" (Hyland, 2005, p. 176), including use of attitude markers, boosters, self-mention and hedges. Engagement describes how writers align with disciplinary values and connect with readers, guiding them in interpreting the text. Findings are that the 'news and views' articles use the same resources as the research articles, but that use of the linguistic features marking engagement and that hedges, boosters and attitude markers used to indicate writer stance and were more frequent in 'news and views' articles than in research articles. Surprisingly, the exception was markers of self-mention, which were more frequent in research articles. The presentation suggests implications for teaching of the critical review of literature as well as the teaching of the 'news and views' assignment type. Hyland, K. (2005a). Stance and engagement: A model of interaction in academic discourse. Discourse Studies, 7(2), 173–192.

Jenifer Ho (City University of Hong Kong)

Digital Multimodal Composing as a Means of Creating a Translanguaging Space

Abstract. The use of digital multimodal composing (DMC) in classrooms is gaining in popularity. It allows students to express meanings in a range of modes that goes beyond the use of language, at the same time drawing on the affordances of digital media as part of the creative meaning-making process. While considerable work has gone into the design and implementation of DMC in L2 or EFL classrooms (e.g., Hafner, 2014; 2015; Jiang, 2017), as well as perceptions of teachers in using DMC in their teaching (Hafner & Ho, 2020; Li, 2020), relatively little is explored in its use in providing a creative space for students to consolidate understanding of abstract knowledge in content courses. This creative space can be seen as a translanguaging space (Li, 2011) which is constructed by participants bringing together different dimensions of their experience and expectations into 'one coordinated and meaningful performance' (p. 1223). In this presentation, I present a case study of two groups of undergraduate students' engagement in DMC which required them to create instructional videos for a layman audience which explain important concepts in multimodality (Kress, 2010). Based on an analysis of their instructional videos, semi-structured interviews and email correspondences with the researcher, this presentation unpacks how students perceive this DMC task as amateur experts, and what resources they mobilised to accomplish the task. The finding indicates that students' beliefs and experience of doing academic essays and academic presentations, together with their out-of-class exposure to popular YouTube videos, contribute to the creation of this translanguaging space manifested in the form of instructional videos. This presentation will also address some pedagogical implications of adopting DMC in (language) classrooms.

Jiajia Liu (The University of Hong Kong)

Exploring Systematic and Strategic Use of Multimodalities in Teaching English for Academic Purposes

Abstract. Although the importance of multimodalities in languages for academic and professional communication has been increasingly recognized, in many cases multimodalities seem to be used randomly without careful planning in English for academic/specific purposes (EAP/ESP) classroom practices. There is still a lack of research on systematic and strategic use of multimodalities in these contexts. To fill the gap, this study sets out to explore how multimodalities could be systematically and strategically used and how that affects the teaching of EAP. In the current design based research (DBR) study, drawing on the Multimodalities-Entextualisation Cycle (MEC), which is a pedagogical framework that strategically involves multilingual speakers' full linguistic and semiotic repertoire in developing academic literacies (Lin, 2016), multimodalities (videos, pictures, diagrams and thinking maps) were systematically and strategically planned and used in cyclic practice in an EAP course for students in the Master of Public Health program at a university in China. Data collected include classroom observation, artifacts (class materials), and dialogic data (interviews with the teacher and students). Through systemic functional multimodal discourse analysis (SF-MDA) (O'Halloran, 2011) of the multimodal data and thematic analysis of the dialogic data, this paper presents a taxonomy of visual/verbal relations in the multimodal classroom practices and provides detailed illustrations of each relation with examples from classroom extracts and artifacts. The findings suggest that systematic and strategic use of multimodalities enabled meaning expansion and projection in the EAP class, which facilitated the de-construction and re-construction of academic language and content. Moreover, the analysis adds to the existing literature by (1) applying SF-MDA to multimodal classroom discourse analysis, and (2) expanding projection relations in the visual/verbal relation frameworks put forth by Martinec and Salway (2005) and Unsworth (2007), which were derived from Halliday's (2004) theory of logico-semantic relations in systemic functional linguistics (SFL).

Jingxin Jiang (Nanyang Technological University) and Fei Victor Lim (Nanyang Technological University)

Towards a Framework for Language-Visual-Gestural Intersemiosis: A Multimodal Analysis of TED Talks

Abstract. TED Talks have gained popularity in recent years. TED presenters use a range of semiotic modes, such as language, gestures, and images on slides, to present their talk in an engaging and persuasive manner. This study proposes a framework to describe the orchestration of meanings made across the presenter's use of semiotic modes in TED Talks. It applies a systemic functional multimodal discourse analysis approach to map the semantic relations of language-visual, language-gestural, and language-visual-gestural intersemiosis in the talk. This study proposes that the intersemiosis across the three modes can be theorised as Meaning Convergence (Concurrence and Complementarity) and Meaning Divergence (Meaning Deviation and Meaning Contradiction). This study can contribute to a deeper understanding of how semiotic modes work in combination to achieve the communicative purposes of TED Talks. The exploration of the semantic relations of the three modes in intersemiosis can provide a tool to investigate the inner mechanisms of the intersemiosis of language, visuals, and gestures. It offers the language to describe and discuss how the multimodal orchestration and intersemiotic relations work to express the specific communicative purposes of TED Talks and reflect the neoliberal ideology espoused through the social phenomenon of TED.

Joanna Chojnowska (WSB University in Wrocław)

Semiotic Landscape in the Times of COVID-19 Pandemic

Abstract. In the period of the Internet and other mass media, semiotic landscape reflecting "everyday communicational practices" has undergone significant changes and nowadays in majority of texts verbal language is accompanied by various modes of communication that gained equal or even more noteworthy prominence (Kress, Leite-Garciá & van Leeuven 1997). Therefore, in the case of texts in which more than one mode is involved, the proper analysis should embrace all the applied types of signs, insofar as "examining one semiotic resource in isolation (…) results in an impoverished view of how that resource is organized for meaning" (Lim Fei 2004: 229). Investigating the application of certain signs that complement each other not only provides information about the intended message of the given text, but also offers receivers the insight into its cultural and contextual background. The analysis of this kind can furthermore reveal certain features that refer to psychological phenomena and properly designed texts can influence the receiver's behavior or evoke specific emotions, therefore multimodal messages are widely used in social campaigns. The aim of this presentation is to describe the selected elements of semiotic landscape of the COVID-19 pandemic period in Poland. Posters informing about the virus, encouraging recipients to behave in a proper way or warning them against violating the safety rules shall be analyzed. The study pays the attention to both visual and verbal components included in such posters, revealing certain facts about how the Polish authorities tried to communicate with other members of the society during the pandemic.

Joey Jia Qi Chong (Nanyang Technological University-National Institute of Education) and Vahid Aryadoust (Nanyang Technological University-National Institute of Education)

Effects of Modality and Sentiments on Spoken English for Academic Purposes: Application of Facial Emotional and Sentiment Analysis

Abstract. This study aimed to determine the relationship between two groups of variables in evaluating spoken proficiency in English for academic purposes (EAP): (i) the test takers' oral ability in an EAP assessment and emotions proxied by their measured facial expressions, and (ii) the mode of assessment (audios vs videos) and sentiments embedded in each mode. Sixty (60) university students answered follow-up questions after watching and/or listening to four 2-minutes stimuli on two main topics (Education-Earth and Education-Animals), where two were designed in video forms and two were in audio forms. For the two stimuli under each of the main topics, one stimulus evoked happiness while the other, sadness. The four stimuli were chosen from one hundred YouTube videos based on the results of the latent cluster analysis of data from the sentiment analysis of their transcripts. The video-records of test takers during the answering segment were analysed using FaceReader, a facial emotion application, to analyse facial expressions and thus emotions of test-takers. Five trained raters assessed the responses of the students. The data were psychometrically validated using multi-faceted Rasch measurement (MFRM) analysis. Next, average ratings were generated per test takers, and used in the follow-up statistical analysis consisting of bivariate correlation analysis and repeated-measures ANOVA analysis. An analysis of the FaceReader data showed that the sentiment of stimuli had a significant main effect on neutral, happy, and scared emotions while the mode of stimuli had a significant main effect on disgusted emotions. By contrast, two sets of ANOVA results showed that there was no significant main and interaction effect of sentiments and modes on the measured speaking performance of test takers. The implications of findings for EAP are discussed.

John Blake (University of Aizu)

Detecting Focus, Flow and End Weight in Research Articles

Abstract. Writing research articles that conform to disciplinary expectations is a challenging task for writers with English as an additional language. With sufficient exposure to a genre, writers develop a tacit knowledge regarding language features and rhetorical conventions. However, this knowledge could be more rapidly acquired by making such knowledge explicit using software to automatically identify and highlight pertinent features. This would be especially useful for writers with limited exposure to the target genre. Most writers of research articles are familiar with expectations regarding grammatically accuracy of verb phrases (e.g., tense and voice) and noun phrases (e.g., countability and determiners). Few are familiar with information structure, which explains why some constructions are considered unnatural, or marked, by native speakers. Marked structures are those that are grammatically possible, but highly infrequent. There are three main reasons for the markedness, namely information focus, information flow and end-weight. This paper details the development of a novel online tool that automatically identifies focus, flow and end weight in submitted texts. The initial release of this tool could identify these features with relatively high degrees of accuracy in simple texts. The tool classifies and calculates the end weight frequency for adverbials, clauses and sentences. The givenness is identified as either given/new or new/given while the theme is classed as constant, linear or ruptured. Explanatory videos are provided to help writers understand the effect of information structure and be able to take appropriate action based on the automated feedback.

Joseph Lee (Ohio University), Julia Rigby (Ohio University) and Edwin Dartey (Ohio University)

Passive Voice in Engineering Master's Theses: A Corpus-Based Study

Abstract. Writing guides for scientific English frequently suggest avoiding the passive voice (Day & Sakaduski, 2011), as it is considered to weaken the clarity of writing. Yet research has shown that the passive is highly common in English academic prose (Biber et al., 1999), particularly in scientific writing (Swales, 2004). While a few studies have investigated passives in published scientific writing in such disciplines as biology, chemistry, medicine, physics (e.g., Hiltunen, 2016; Leong, 2014), the field of engineering is poorly represented and understood in research on disciplinary discourse but especially on student writing. Despite increasing awareness of the challenges engineering graduate students have in writing particularly high-stakes research genres such as the master's thesis, little attention has been given to student writing in engineering. Using corpus-based methods, we present findings of a comparative analysis of the use of the passive voice in engineering master's theses across sub-disciplines. Specifically, we systematically compare the frequencies, forms (including tenses and clause types), and functions of the passive voice in these texts. Data consist of five specialized corpora of 150 methods chapters of master's theses in chemical (72,499 words), civil (125,762 words), electrical (111,562 words), industrial (78,740 words), and mechanical (65,516 words) engineering. Preliminary analysis reveals variation in overall frequency, forms, and functions of passives across sub-disciplines. Also, supporting previous research (e.g., Huddleston, 1971; Swales, 2004), certain verbs in the corpora always occur in the passive voice. However, all sub-disciplines tend to use research-oriented verbs most frequently, most likely due to the part-genre of the corpora. The presentation begins by reporting and discussing the results, followed by implications for research on passives in academic writing and for technical writing instruction.

Juan Wang (University of Chinese Academy of Sciences) and Yuan Gao (University of Chinese Academy of Sciences)

Classroom Gesture Instruction on Enhancing Chinese Intermediate Learners' English Academic Presentation Performance

Abstract. Gesture is an integral component of second language acquisition. Emerging research has shown that vocabulary learning, listening comprehension and spoken communication can be facilitated with the integration of gesture use (Goldin-Meadow & Alibali, 2013; Huang, Kim, & Christianson, 2019; Kang, 2006). However, little is known about whether classroom gesture instruction facilitates students' academic presentation performance. Based on activity theory, our study aims to investigate the role of gesture instruction in English classrooms on enhancing Chinese learners' academic presentation performance by examining qualitative and quantitative data collected from interviews and videotaped recordings. An experimental group of 28 students and a control group of 29 students participated in the study for one semester, with their change of gesture frequency, type and presentation scores analysed. The results showed a significant improvement on Chinese intermediate learners' presentation scores from the experimental group after the gesture instruction, proving gesture as an effective teaching content on enhancing Chinese learners' academic presentation performance. Furthermore, the study offers possibilities for exploring gesture as instructional component in second language teaching and learning. References Goldin-Meadow, S., & Alibali, M. W. (2013). Gesture's Role in Speaking, Learning, and Creating Language. In S. T. Fiske (Ed.), Annual Review of Psychology, Vol 64 (Vol. 64, pp. 257-283). Huang, X. Y., Kim, N., & Christianson, K. (2019). Gesture and Vocabulary Learning in a Second Language. Language Learning, 69(1), 177-197. Kang, H. (2006). How Do Gestures and Facial Cues Affect EFL Listening Comprehension? Korean Journal of Applied Linguistics, 22(2), 221-241.

Juliana Ferreira (Simon Fraser University)

Treasure, (Bitter) Remedy or Threat: A Critical Multimodal Analysis of Discourses About International Undergraduate Students in BC, Canada.

Abstract. Over the past decade, the international student population in Canada has tripled, and the numbers tend to keep growing as their International Education Strategy (2019–2024) aims at diversifying the countries from which international students come. However, research has shown that discourses about international students in Canada often portray them as a commodified asset or even a burden. This study uses Critical Multimodal Discourse Analysis to investigate how undergraduate international students in British Columbia, Canada, are portrayed, framed and positioned on an institutional animation video posted on YouTube by the Media Relations department of a public university, as well as on an Opinion article published on the website of a daily newspaper based in Vancouver. Thinking with theory, this research explores how the two multimodal texts are part of a conversation in which international students can be perceived (or not) as treasure, remedy or threat.

Junrong Tang (Auckland University of Technology) and Carsten Roever (University of Melbourne)

Students' and Teachers' Perceptions of the IELTS Writing Marking Rubric

Abstract. While rubrics are designed to assist raters in scoring test-taker's performance and ensure scoring consistency, it is also potentially helpful in test preparation in terms of instruction and learning

(Andrade, 2000; Reddy & Andrade, 2010), as the discriminative information for marking provided in the rubric actually tells users the abilities the test expects from the test takers. However, it is unclear how users perceive rubrics, and misinterpretations of rubrics during test preparation can be detrimental to test takers' success in the test, especially a high-stake test, such as IELTS. The misperception of rubric will also undermine the potential value of rubric in teaching and learning, which has also remained underexplored. A crucial variable in rubric perception pertains to the explicitness of the rubric (Li & Lindsey, 2015), and an explicit rubric is more likely to lead to users' perceptions corresponding with the abilities required in the test and little variance in perceptions among users. Among rubric properties, structure and wording are two prominent factors affecting rubric explicitness (e.g. Li & Lindsey, 2015; Wang, 2017). Given above, this study seeks to investigate the usefulness of a rubric for test preparation by analysing students' and teachers' perception of the (explicitness of) marking rubric of a high-stakes test, the IELTS Task 2 writing test, as well as their use of the rubric in the test preparation. A survey of 60 students in IELTS test preparation courses was conducted and followed up with semi-structured interviews with seven students and eight teachers. The findings demonstrate an overall positive perception of the rubric in terms of its impact on learning and teaching, but also critical views on some specific aspects of the rubric, such as wording and band discrimination. The results of the study have implications for using rubrics for test preparation and instruction of writing.

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Katherina Walper (Universidad Austral de Chile)

Chilean Secondary EFL Teachers' Multimodal Resources to Pursue Student-next Action

Abstract. Elicitations are key in achieving pedagogical projects; teachers deploy a variety of interactional practices when mobilising and pursuing responses. This paper identifies teachers' multimodal practices to project and pursue student-next-action. Previous research has focused on the kinds of initiation turns in IRF sequences and the actions behind the third turn (Hall, 2007; Lee, 2007; Waring, 2009; Park, 2013); this paper expands on the role of embodied practices in projecting and pursuing student-next action, attending to contingencies, and returning to the main course of action (pedagogical project) after repair/feedback (Kasper, 1985; Nassaji, 2015; Cancino, 2015; Hall, 2019). Analysis follows a multimodal CA approach (SSJ, 1974; Mondada, 2006). Data was collected in Chilean secondary EFL classrooms and consists of five hours of classroom talk. Teaching materials (TM) included flashcards (pictures, no text), whiteboards, and slides. Results show that student-next action is pursued at different sequential slots through gaze shifts and gestures, manipulation of TMs, repetitions, explanations and through designedly incomplete Utterances (DIUs) (Koshik, 2002). These are initiation turns which teachers put on hold and which students need to complete in the next sequential slot. Teachers' embodied practices at these TRPs are key in projecting student-turn completion. For example, through gaze shifts and iconic and pantomimic (McNeill, 1992) gestural productions, teachers 'complete' the turn put on hold and animate elements from the 'static' TMs. In repair sequences, these practices evidence teachers' orientation towards trouble. The lamination of practices is a key pedagogical resource as well as the temporality of gestural practices in relation to the verbal means. This study complements current state of knowledge on multimodal practices in general, and DIUs in particular (Lerner, 1993; Koshik, 2002; Margutti, 2010; Chazal, 2015; Hazel & Mortensen, 2019), and sheds light on teachers' embodied interactional and educational practices to secure the relevant-next action.

Ken Ho (The University of Hong Kong)

Genre and Precision in Engineering: A Case Study of Undergraduate Writing

Abstract. Writing genres for specific purposes is instrumental in the enculturation in the discipline for undergraduates (Gardner, Nesi & Biber, 2019). In a technical discipline such as engineering, learning how to assess and convey precision in writing is essential. However, the relationship between genre and precision has not been thoroughly investigated in this earliest stage of disciplinary learning. In addition, the interplay of the types of engineering knowledge entailed and linguistic resources employed appears under-researched. This qualitative case study compares how a civil engineering undergraduate communicated technical precision in his laboratory report on construction materials and in his technical design report on a building structure. Analysis of linguistic features was based on metadiscourse (Hyland, 2005) and APPRAISAL (Martin & White, 2005). Textual investigation was triangulated against engineering literature, and semi-structured interviews with the student and disciplinary experts in the engineering faculty. Findings show that a variety of linguistic resources was employed to convey technical precision at different levels in the two reports. It is argued that pursuing a high level of precision is not always desirable for engineering students. Contextual influences and pedagogical implications of this study will also be discussed. Gardner, S., Nesi, H., & Biber, D. (2019). Discipline, level, genre: Integrating situational perspectives in a new MD analysis of university student writing. Applied Linguistics, 40(4), 646–674. Hyland, K. (2005). Metadiscourse: Exploring interaction in writing. London: Continuum. Martin, J. R., & White, P.R.R. (2005). The language of evaluation: Appraisal in English. New York, NY: Palgrave Macmillan.

Kevin Knight (Kanda University of International Studies)

Leadership Conceptualizations as Basis for ESP Program Design

Abstract. ESP courses are often designed to meet the specific needs of learners for English communication skills in their training or in their work (Knight, Lomperis, van Naerssen, & Westerfield, 2010). In order to meet the communication needs of L2 undergraduate students in their job interviews and in their future business careers in the global workforce, leadership communication skills may be of importance. Several courses were created at Kanda University of International Studies (KUIS) in Chiba, Japan that helped students to understand leadership discourse and to tell their own leadership stories effectively. These courses included a business internship program, four English for business career courses, leadership seminars with online forums, and two leadership communication courses. Taking the stance of Schön's (1983) reflective practitioner, it became clear to the speaker that these courses were connected by two conceptualisations of leadership that appeared in Knight (2013, 2015) and Knight and Candlin (2015). Knight (2015) is of particular relevance to the creation of these leadership conceptualisations and focuses on the leadership conceptualisation process in a study of leaders in the public, private, and academic sectors. Further, the same leadership conceptualisations were applied in the professional development of ESP practitioners in the creation of the ESP Project Leader Profiles which are published by TESOL International Association and feature 54 leaders with projects on six continents. These two leadership conceptualisations were also adapted and used in a study of language learner autonomy and student leadership within and beyond the classroom that asked, "How do SALC student leaders conceptualise leadership?" (Knight & Mynard, 2019). The speaker illuminates how the specific leadership conceptualisations were created and explains how they were utilised to frame past courses and to teach current courses. The presentation promotes the reflective investigation of why and how ESP courses are designed in specific ways.

57

Lan Luo (National Institute of Education, Nanyang Technological University) and Vahid Aryadoust (National Institute of Education, Nanyang Technological University)

A Comprehensive Review of Listening Comprehension Assessment Research

Abstract. While a substantial body of literature has sought to define listening comprehension, the richness and diversity of the discussions illustrate the lack of consensus of what it was and the complexity of delineating and operationalizing the listening construct. In the present study, we reviewed 192 publications investigating listening assessment published in 19 applied linguistics journals. It was found that only 48 publications (25%) provided definitions for the listening construct they investigated, among which 11 (22.92%) provided a relatively narrow definition and 37 (77.08%) a relatively broad definition. In addition, of all publications, 50 (26.04%) operationalized the listening constructs as subskills, 39 (20.31%) as processes, and 117 (60.94%) as attributes; 21 publications (10.94%) have adopted an eclectic approach by combining attributes with subskills or processes. Significant differences were found between the central focus of papers that operationalized the listening constructs in a different fashion, with pragmatic competence (n=8) being the most frequently investigated subskill, metacognitive strategies (n=13) the most frequently investigated process, and task format (n=31) the most frequently investigated attribute. Finally, no significant difference was detected between the numbers of papers reporting reliability (n=90) and those not reporting it (n=101). Overall, the three mainstream approaches to construct definition (subskill-based, process-based, and attributes-based listening) was configured in a comprehensive theoretical framework, which was found to be useful to examine the listening constructs and to inform test developers to improve the precision and authenticity of listening tests. Future research on this topic would benefit from integrating these approaches and exploring their nexus.

Lang Chen (Guangdong University of Foreign Studies) and Liqin Zhao (Xi'an International Studies University)

The Synergistic Effect of Metaphoric Gestures on Rhetoric in Public Speaking: Based on a Comparable Speech Corpus by NSs and NNSs

Abstract. The present study attempts to combine metaphoric gestures with Aristotle's three rhetorical appeals (logos, pathos and ethos) to explore the role of metaphoric gestures in rhetorical construction in public speeches, and postulates that metaphoric gestures serve invisibly in coordinating the three rhetorical appeals in a synergistic way. Through comparing the metaphoric gestures used by native English speakers (NSs) and non-native speakers (NNSs), it particularly expects to help Chinese English learners as NNSs to figure out the potential effects that gestures, subconsciously, function largely in improving persuasiveness in public communication, the aspect of which is a "short board" of most Chinese English learners. The study carries out an in-depth statistical and qualitative analysis based on a small comparable corpus consisting of 15 NSs' speeches (from TED talks) and 15 NNSs' speeches (from intermediate-advanced Chinese English learners) and the results show that: (1) there are three forms of metaphoric gestures manifested in both NSs' and NNSs' speeches, namely, metaphoric speech with iconic gesture(MS+IG), metaphoric speech with metaphoric gesture (MS+MG) and literal speech with metaphoric gesture (LS+MG), and distribution of the three is consistent while the form of LS+MG is the highest in frequency; (2) there are three types of metaphoric gestures commonly used in NSs' and NNSs' speeches including the directional (up-down/ left-right/before-after/) conveying implied meaning, the spatio-temporal (gestures of spatial distance expressing length of time), and the spatio-numeral (gestures of spatial distance expressing size of quantity); (3) the rate of metaphoric gestures mapped onto three appeals varies from NSs' to NNSs' speeches, and the biggest difference is in that of pathos.

Lara Billion (Goethe-University Frankfurt, Institut of mathematics education) and Melanie Huth (Goethe-University Frankfurt, Institut of mathematics education)

Diagrammatic Reasoning in Actions and Gestures – Young Learners Doing Mathematics

Abstract. In the sense of the Philosopher Charles Sanders Peirce diagrammatic reasoning is seen as a central activity in mathematics learning. Diagrammatic reasoning is understood as the usage of diagrams in doing mathematics. Learner's interpretations of these diagrams in mathematical activities lead to the development of rule-based manipulations on these diagrams which is seen as a highly creative process. In this way learners earn insights in mathematical structures and get access to a deeper mathematical understanding (cf. Dörfler, 2006, 2015). Previous research on learner-generated diagrams shows that diagrammatic reasoning not only takes place in writing or speaking. Rather in a multimodal way by material-based actions and gestures learners create diagrams and represent relevant rules (cf. Billion & Vogel, 2020; Huth, 2020; Vogel, 2017a). Huth (2020) reconstructs different gestural functions in learning mathematics, ranging from discourse-structuring to the gestural creation of diagrams. Billion (2020) can find evidence that diagrammatic interpretations of learners can be reconstructed by actions on materials. Vogel and Huth (2020) show which interfaces of gestures and actions arise. This article focusses on actions as well as gestures of learners while the use of self-generated mathematical diagrams. In line with Vogel and Huth (2020), the following questions are of relevance: 1) In which mode learners exploit their mathematical interpretations and are these interpretations comparable in actions and gestures? 2) Can a further development of mathematical interpretations in learners be reconstructed through the transmodal use of signs? The interaction of gestures and actions will be reconstructed by means of a two-step qualitative analysis procedure. First, a semiotically specified analysis variant of the adaptation of the context analysis according to Mayring (2014) by Vogel (2017b) will be performed. Subsequently, a semiotic analysis (cf. Huth & Schreiber, 2017) will be applied.

Lauren Gawne (La Trobe University), Gretchen Mcculloch (Lingthusiasm) and Jennifer Daniel (Google)

A Helping Hand: The Multimodality of Emoji Gestures

Abstract. Multimodality in language, communication and interaction has been creatively redefined in the digital space. Recent work has explored how emoji operate as digital gestures (Author 1, see also Miyake, 2007; Na'aman et al., 2017), however a subset of emoji are literal hand gestures encoded as part of the digital character set. Emoji are of particular interest in the study of digital multimodality for the way they integrate directly with text. This integration has seen emoji become commonplace in online communication, used by over 90% of people online (Emogi Research Team, 2016) In this talk we trace the history of gestural emoji, and we look at the state of the current range of gestures in the emoji set, and how digital multimodality is shaping online communication. We trace the implementation of different gestures from the initial inclusion of a small set of gestures in the original Emoji 1.0 set, up to the incoming emoji in the Unicode 15.0 standard. We look at what categories of gesture are represented, including emblem gestures, which have a culture-specific stable form-meaning relationship, deictic gestures and actions. We also look at the plans for future emoji, and the need for a better understanding of cross-cultural gestural practices. This work is setting the agenda for digital multimodality in coming years, and relevant to anyone who works in digital literacies pedagogy.

Levi D. Stutzman (City University of Hong Kong), Simon Harrison (City University of Hong Kong), Qiuhan Lin (City University of Hong Kong) and Xinyi Zeng (City University of Hong Kong)

Types, Resolutions, and Gestures of Language-Related Episodes: A Corpus Study of Their Relations in L2 Interaction

Abstract. Language-related episodes (LREs) open up important moments of meta-linguistic talk in L2 interaction for students to challenge, develop, and otherwise negotiate their knowledge of the target language (Edstrom, 2015; Leeser, 2004; Swain & Lapkin, 1998; Williams, 1999). Ohta (2001) observed that LREs occurred when students made mistakes or visibly struggled and showed how these critical moments sparked collaborative discourse between peers, who helped the struggling student by co-constructing, explaining, initiating repair, and providing repair (Ohta, 2001, p. 89). Williams (1999) found LREs based on negotiating problems with vocabulary, grammar, and pronunciation, while Leeser (2004) observed the outcomes of LREs to be either "solved correctly…, left unresolved or abandoned…, (or) resolved incorrectly" (Leeser, 2004, pp. 65–66; Swain, 1998). Noting that the word 'language' in 'language-related episodes' has referred to only speech and writing in these studies, we have been analysing video recordings of L2 interaction multimodally and found that LRE-like moments can arise to negotiate embodied action, such as gestural depiction (Harrison, Adolphs, Gillon Dowens, Du, & Littlemore, 2018) and drawing (Stutzman, 2017). With the goal of developing this multimodal perspective on LREs, this paper reports the results of quantitative and qualitative analyses of 70 LREs identified in the Multimodal Corpus of Chinese Academic Written and Spoken English (Stevens, Chen, & Harrison, 2020). Adapting transcription systems for spoken language (Chen & Zhou, 2017) and gesture (Bressem, Ladewig, & Müller, 2013), each LRE has been transcribed, annotated, and analysed for speech and aspects of embodied interaction using the software ELAN. The findings will show the relations in the corpus between (a) types of LREs, (b) forms and functions of gestures, and (c) resolutions of LREs.

Ling Lin (Shanghai Jiao Tong University)

Part-of-Speech Patterns in Research Introductions: A Cross-Disciplinary Study

Abstract. This study innovatively applies the Parts-of-Speech-gram (PoS-gram) procedure to examine language patterning and variability in a largely conventionalized part-genre (i.e., research introductions). Based on 400 article introductions from computer engineering (CE) and cognitive linguistics (CL), the study has identified key PoS-grams and their associated lexico-grammatical frames, using the written academic component of British National Corpus as the reference corpus. The analysis reveals key PoS-grams shared in CE and CL introductions, e.g., those associated with the step "purposive announcement", as well as the discipline-specific ones such as the PoS-gram for structure-outlining only found in CE introductions. Compared to various forms of multi-word sequences such as n-grams, the PoS-gram has the unique strength in grouping phraseologies with similar or identical structure and discursive functions and yet either recurrent or varying lexical choices under the co-selected grammatical categories. This advantage enriches our analyses and yields pedagogically useful findings, in that patterning and variability is revealed not only in the overall function, structure and composition of PoS-grams but in such aspects of their recurrent or diversified tokens. This study illustrates the innovative application of corpus-based PoS-gram procedure to academic genres, which may inspire a new promising line of inquiry and the current genre pedagogy.

Loulou Kosmala (Université Paris III Sorbonne Nouvelle) and Aliyah Morgenstern (Sorbonne Nouvelle).

Multimodal languaging in tandem collaborative interactions: focus on embodied inter-(dis)fluencies

Abstract. Language cannot be solely understood as a combination of words produced together to construct utterances, but as a mobilization of several semiotic resources in multiple modalities orchestrated together (Kendon, 2004, 2016). We borrow the term languaging to refer to multimodal language use (Linell, 2009). Taken together, visible bodily actions are performed as part of utterance construction, and incorporate different expressive dimensions among the scope of relevant behaviors (Cienki, 2012). During collaborative interactions between L1 and L2 users, "languagers" (Kendon, 2016) may be engaged in several communicative activities that involve language related episodes (Swain & Watanabe, 2014) where they question L2 language use. During such activities, several "non-lexical" forms may emerge, typically known as "disfluencies" (uhms, vocalizations, self-repairs, pauses etc.). These forms have often not been regarded as part of "language" because of their non-conventionalized use in the verbal channel. However, the work of Goodwin (1980) or Schegloff (1982) have exemplified how these phenomena can enact communicative actions in embodied interaction. The present contribution aims to illustrate the role of "embodied inter-(dis)fluencies" during tandem collaborative interactions. In order to go beyond a narrow definition of language which only considers the verbal communication channel, we will argue that multimodal inter-(dis)fluencies embody several interactional processes that may contribute to the multimodal construction of languaging. Examples drawn from the SITAF Corpus (Horgues & Scheuer, 2015) in L1-L2 student tandem interactions, will illustrate the visual-gestural actions resulting from the emergence of embodied inter-(dis)fluencies, and how they may contribute to L2 learning during language-related episodes. Our multimodal analyses demonstrate how L2 learners coordinated vocal and bodily actions to enact lexical search activities and display states of uncertainty to their tandem partner. These activities can then be co-negotiated and co-achieved through embodied completions (Mori & Hayashi, 2006) and result in a state of mutual understanding (Rydell, 2019).

Lucas Kohnke (The Hong Kong Polytechnic University)

Digital Multimodal Composing as Reflective Assessment in ESP Courses: Insights from ESP Learners

Abstract. In recent years, the advent of educational technology has made digital multimodal composing (DMMC) increasingly common among tertiary students. The current small-scale study explored the perceptions of DMMC of 12 undergraduate students enrolled in a discipline-specific English course at an English-medium university in Hong Kong. In particular, the study focused on the use of infographics as a digital reflective assessment to communicate the students' learning process. Using semi-structured interviews to explore students' perceptions, the study found the infographics motivating and helpful in enabling them to feel more confident while communicating with peers and clients in their fields. Participants also indicated that infographics empowered them to demonstrate their discipline-specific language skills and facilitated communication of their learning processes. This study highlights pedagogical directions for future discipline-specific courses to move with the advancement of technology and incorporate DMMS to prepare students for their professions.

Mª del Mar Suárez (Universitat de Barcelona), Neus Frigolé (Universitat de Barcelona) and Ferran Gesa (Universitat de Barcelona)

Meming While Learning: An Innovation Practice Experience with Pre-Service Teachers

Abstract. Literacy pedagogy has necessarily experienced an adaptation to multimodal environments, thus leading to the inclusion of a wider range of genres. Using informal images has also been found to hold students' interest in in-class literacy practice (Vasudevan et al., 2010). Indeed, the introduction of relatively new genres such as memes can foster the students' digital communication competence, which does not entirely fit in the traditional skills approach to language learning and teaching. Based on Shetzer and Warschauer's (2000) framework, this paper presents an innovation experience using memes as the starting point for both metalinguistic reflection and multimodal composing practice. Six class groups of freshman students of the Early Years and Primary Education degrees participated in a project revolving around the analysis and creation of memes related to linguistic contents presented in the textbook used in class. Due to the novelty of the formal approach to an informal and humorous genre, the teachers were the first in charge of the memes in Unit 1. These were explicitly analysed in class in terms of multimodal composition. The students voted individually for the best meme in terms of communicative efficiency and humorous intent. Once grouped in work teams, the students were then progressively given a more prominent role in the project. Each group was responsible for finding a meme related to the contents taught in class. Following Shetzer and Warschauer's framework, the students 'researched' the memes selected by their peers in subsequent phases and 'communicated' their points of view on them. In the last stage, they 'constructed' their own meme. Throughout the project, a thin-layer gamification methodology (Marczweski, 2013) was applied, involving competition inter- and intra-groups. The results will be presented in relation to the students' engagement and the relevance of their metalinguistic reflection and multimodal composing practice as pre-service teachers.

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Maíra Avelar (Universidade Estadual do Sudoeste da Bahia), Adriana Fernandes Barbosa (Universidade Estadual do Sudoeste da Bahia) and Beatriz Graça (Universidade Estadual do Sudoeste da Bahia)

From Gesture to Sign: Differences and Commonalities Between Singular Gestures, Recurrent Gestures, Gesture Families, Emblems and Signs

Abstract. The field known today as "gesture studies" emerged from studies on Linguistics and, especially, from studies on Pragmatics and Cognitive Linguistics. Thus, Adam Kendon is considered a leading authority on the study of gesture and, throughout his works, he developed the idea that verbal and gestural forms of expression are integrated and produced together under the guidance of a single aim. Therefore, departing from an overview of research on gesture and sign language, this paper discusses the notion of "gesture as utterance visible actions" (Kendon, 2004) and explores the relations between gesture and sign, highlighting the commonalities and differences between singular and recurrent gestures, gesture families, emblems and signs in Brazilian Portuguese multimodal interactions data. Kendon (2004) and Ladewig (2014) argument that recurrent gestures can be grouped into gesture families and share formational features and semantic themes. Thus, we explore the possibilities of different groupings by presenting occurrences of the members of two gesture families in Brazilian Portuguese communicative contexts: the G-Family (Grappolo Family) and the R-Family (Ring Family) (KENDON, 2004). According to Müller, Bressem and Ladewig (2013), gestures have form and meaning features that are

prerequisites for language and, in case the oral modality is not available, can evolve into highly developed linguistic systems, such as sign language. According to Müller (2014), this is the motivation for thinking of a grammar of gestures.

Maite Amondarain-Garrido (Universidad Internacional de La Rioja (UNIR)) and Mercedes Querol-Julián (Universidad Internacional de La Rioja (UNIR))

Translanguaging and Teacher Communicative Intentions in the CLIL Classroom: A Case Study in the Basque Country

Abstract. Multilingualism is a distinctive feature of European and other societies all around the world. Education, as one of the pillars of these, has to support the development of multilingual individuals. The approach most frequently used to enhance multilingualism in primary schools in Europe is Content and Language Integrated Learning (CLIL). However, generally, CLIL promotes the development of only one foreign language. One strategy to promote multilingualism in the CLIL class is introducing translanguaging practices; that is, the use of the complete linguistic repertoire of the speakers (Lin & He, 2017). There are two main types of translanguaging, pedagogical and spontaneous (Cenoz & Gorter, 2017). This study focuses on teacher spontaneous translanguaging. We underscore CLIL teacher discourse as a major reference for learners that may influence in the development of their multilingualism. The aim of this study is to gain insight into how CLIL teacher communitive intentions are linguistically expressed. To meet this objective, we have analysed 159 episodes of interaction that took place in 18 CLIL sessions given by 3 primary teachers in a school in the Basque Country (Spain). In this context English was a foreign language and Basque a minority language. Basque was the mother tongue of two of the teachers. A corpus-driven approach was used to identify the discourse functions, and the software ELAN supported the annotation and transcription of the corpus. The analysis of 1,146 discourse functions has revealed that English was the language more frequently used, followed by Basque and a combination of English and Basque (to a lesser extent). Spanish was hardly employed; Basque was generally used to tell off learners when they misbehaved; and Basque, and a combination of English and Basque were more common when scaffolding vocabulary. Overall their linguistic repertoires were used with different purposes associated with instructional and regulative registers.

Mandy Lau (York University)

Examining Power Relations Through Digitally-Mediated Multimodal Pedagogy

Abstract. As a response to the increasing number and diversity of plurilingual students learning English in Ontario, Canada, educators are exploring plurilingual and social justice pedagogical approaches. This presentation will highlight educator learning from the Identity Through Art project, where young adults from two secondary English as a Second Language (ESL) classes examined how their social memberships impact their opportunities, behaviour and interaction within their community. In this project, students engaged in activities to reflect on their sociolinguistic consciousness and where power lie within social constructs of identity. The students' insights from their lived experiences, digital literacy competencies, and language play and learning culminated in a multimodal and multilingual community installation, an e-book, and a digital 360° and virtual reality gallery. In this interactive presentation, participants will explore the strategies and tools used during this project, reflect on its affordances and limitations, and think about how this approach could be adapted for social justice, language, and digital literacy learning in other academic, professional, and immigration contexts.

Marella Therese Tiongson (University of the Philippines Diliman)

Teaching the Course While Planning It: A Present-Situation Analysis of a Writing for Statistics Course at a Philippine University

Abstract. In order to become proficient in scientific writing, statistics majors need specific English language skills to succeed in their discourse communities. These include making research proposals, constructing surveys, and writing reports. But due to the wide application of statistics to many fields and students' varied research interests, it is difficult to design a writing course that fits such different needs. Thus, to determine what specific language skills students need to achieve, it is ideal and important to carry out a needs analysis (Basturkmen, 2010). This can be time-consuming: it involves observing students and subject specialists, conducting interviews and surveys, and analyzing samples of target language use (Long, 2005). However, what does such team-teaching a writing class for statistics majors look like when, due to the COVID-19 pandemic, teachers suddenly have to navigate not only the needs of their students but also the sudden shift and demands of online learning? This paper investigates a collaboration between English teachers and statistics teachers on a junior-year writing course taught for the first time, which was not very successful in part due to the lack of time to conduct a proper needs analysis, difference in expectations, and the unexpected challenges due to the sudden shift from face-to-face teaching to online learning. The successes and problems faced will be discussed from a present-situation analysis perspective (Hutchinson & Waters, 1987), especially paying attention to the constraints the teachers and students faced, and how they managed to overcome these and still finish the course. Thus, it is hoped that this reflective exercise will better inform future iterations of the statistics writing class and form the basis of a comprehensive future needs analysis. This paper has implications for understanding how interdisciplinary collaboration works in the Philippine context, and under such extraordinary circumstances.

María José Luzón (University of Zaragoza)

Understanding the Multimodal Practices of Research Groups When Communicating in Twitter

Abstract. Twitter is being increasingly used in academia as a tool for self-promotion, information sharing, networking and public outreach (Mahrt, Weller & Peters, 2014; Veletsianos, 2012). The use of Twitter enables scholars to select and combine a variety of semiotic resources (e.g., linguistic forms, video, images, audio) afforded by the social networking site to achieve the communicative purpose of the tweet. It is therefore necessary to approach the analysis of academic Twitter from a multimodal perspective, and explore how scholars make meaning through the selection and orchestration of modes in this particular context of communication. Previous research on Twitter in scholarly communication has focused on its use by individual scholars or in the context of academic conferences, with no attention to how this social media platform is exploited by research groups. The aim of this study is to analyze the multimodal practices of research groups when using Twitter. I examine how these groups engage in multimodal digitally mediated communication to connect with diverse audiences and negotiate their relations with these audiences. More specifically, in this study I address the following questions: (i) what are the purposes for which research groups use Twitter?; (ii) how are different semiotic resources utilized to connect with different audiences and achieve the groups' purposes? To answer these questions, I combine discourse analysis and multimodal analysis of 240 tweets taken from the Twitter accounts of 6 research groups. The analysis reveals that, when composing their tweets, research groups orchestrate the available semiotic resources skillfully to achieve four main communicative purposes: community building and networking, self-promotion and publicizing of the group's research output, calling to action and identity construction.

Maria Kuteeva (Stockholm University) and Kathrin Kaufhold (Stockholm University)

A Hidden 'E' in EMI: The Construction of 'Elite Multilingualism' in Online Promotional Materials for English-Medium Programmes in Sweden

Abstract. This study explores the intersection of two growing global phenomena – elite multilingualism and English-medium instruction (EMI) – in the context of Swedish universities. From a European perspective, 'elite multilingualism' (Barakos & Selleck, 2019) acquired in educational settings can function as an ideology for elite and has a tangible market value associated with entrepreneurship, flexibility, and innovation (Jaworska & Themistocleous, 2018; Moore, 2017). Like other Nordic countries, Sweden has been among the pioneers and major providers of EMI in Europe, attracting both local and transnational students. For most people in Sweden, the default second language is English which therefore constitutes common property but, paradoxically, also functions as a marker of elite status. In EMI contexts, English does not simply play an instrumental role as a neutral lingua franca but is imbued with symbolic meanings and values. In this presentation, we examine discourses surrounding EMI (Scollon & Scollon, 2004) from a multimodal perspective (e.g., Kress & Van Leeuwen, 2001) by addressing the research question: How is English-medium instruction discursively constructed as a form of elite multilingualism by universities in Sweden? The data include online promotional materials for EMI bachelor programmes in Business studies at 5 Swedish universities (vision statements, videos, student and staff testimonials, and news headlines). Methodologically, the data analysis draws on previous critical discourse studies adopting a three-stage procedure to describe, interpret, and critique (e.g., Thurlow & Aiello, 2007). Our analysis explores the interplay of different semiotic resources to examine: how English is used and presented in relation to other languages; what attributes a 'typical' EMI student has; what symbols, artefacts, and concepts are used to position Swedish EMI on the global stage. Our study provides a new perspective on the role of language and other semiotic resources used in digital genres for constructing elite subspaces in higher education.

Matthew Sung (City University of Hong Kong)

Identities, Ideologies and Emotions: The Case of L2 Non-Local University Students in Hong Kong

Abstract. As multilingualism is becoming increasingly commonplace around the world, it is important to understand multilingual speakers' second language identities which bring the possibilities for being, or being seen as, a different person in particular contexts (Benson et al., 2013). In response to recent call for the 'affective turn' in second language acquisition (Pavlenko, 2013), this paper investigates the relationship between second language identities and emotions from the perspectives of a group of non-local university students in Hong Kong who are also second language speakers of English. It draws on a poststructuralist conception of identity as multiple and dynamic, the broad definition of second language identity as "related to the knowledge and use of a second language" (Benson et al., 2013, p.2), and the conceptualizations of emotions as embodied action, contextual, relational, discursively constructed, and culturally mediated. Data were collected qualitatively through interviews, reflective writing, and posts on online discussion forums. The study revealed that the participants' use of a second language can be an emotional experience and that their second language identities are closely intertwined with emotions. Both positive and negative emotions were found to be associated with their second language experiences. It was found that participants' emotions were shaped by their beliefs and ideologies about English and English learning. While their native speaker ideology generated anxieties about speaking 'good' English and positioned them as deficit speakers of English, their perceived ability to mobilize English as a communication tool gave rise to their sense of pride and achievement, which helped to build a positive second language identity. The findings reported calls for more attention to the role of emotions in shaping

second language identities, and the interactions between emotions, beliefs and agency in leading to second language identity transformation and change.

Mei Hui Lim (NTU) and Vahid Aryadoust (National Institute of Education at Nanyang Technological University)

A Systematic Review and a Meta-Analysis of the Use of Virtual Reality (VR) to Treat Public Speaking Anxiety

Abstract. Virtual Reality (VR) has numerous useful uses but one salient application is in the treatment of public speaking anxiety. In VR treatment for public speaking anxiety, users wear a head-mounted VR set and they can practise presenting to virtual audiences in real-like virtual environments. A research gap of past review papers on the application of VR in the treatment of public speaking anxiety is the inclusion of only a small number of publications. There are also only a few review papers that focused on the application of VR in the treatment of public speaking anxiety. To address these research gaps, a systematic review and a meta-analysis of 107 articles that have investigated the effectiveness of VR in treating public speaking anxiety were conducted. Of the 107 articles, 11 were review papers and 96 were non-review papers. The non-review papers consisted of 75 experimental, 12 quantitative non-experimental, eight qualitative, and one descriptive publication. This study found that VR environments can be easily controlled by users, hence offering a high level of control. Virtual environments can also induce public speaking anxiety. The effectiveness of VR compared to waitlist and other treatment methods for the treatment of public speaking anxiety was determined and analysed using descriptive statistics, homogeneity statistics, forest plots, funnel plots and publication bias assessment. VR is more effective than waitlist for the treatment of public speaking anxiety but as effective and not more effective than other treatment methods. Hence, VR should be used to complement other treatment methods rather than replace them. Additionally, the non-review studies that supported the effectiveness of VR for the treatment of public speaking anxiety used about five VR sessions that lasted around 31 minutes each on average.

Mei Zhou (Chongqing University) and Yuanchuan Xiang (Chongqing University)

A Comparative Study of Shell Nouns in Research Papers of Linguistics in SSCI Journals and Master Theses of Linguistics Written by Chinese Students

Abstract. Shell nouns, as a special kind of abstract nouns, are often used as conceptual shells to express complex contents. Though shell nouns are widely used in academic writing, EFL learners may not feel competent to use such kind of nouns. Moreover, relatively few studies have been conducted on comparative analysis of shell nouns used by EFL learners and English native speakers in academic writing. To this end, two corpora of 30 linguistic papers published on English for Specific Purposes and English for Academic Purposes, and 30 MA theses from Chinese students majoring in Linguistics were established respectively. This study aims to find out the frequency of different shell nouns, the lexico-grammatical patterns of the top six shell nouns with the highest frequency in published papers, as well as explore the functions linked with these patterns. The major findings are: 1) In terms of shell noun frequency, 24 out of 35 highly prevalent shell nouns have significantly higher frequency in published papers than MA theses ($P<0.05$), among which shell noun "task" has the biggest frequency difference. 2) As for lexico-grammatical patterns of shell nouns, "N + prepositional phrase" is the most frequently used both in published papers (52.8%) and MA theses (74%), which is followed by the pattern "this/that + N"

in published papers (22.4%), while the second pattern favored by students is "N + clause"(9.6%). 3) Shell nouns along with the lexico-grammatical patterns mainly perform linking functions. Among the various patterns, "this/that + N" is the leading one to achieve textual cohesion. In addition, "N + of" and "N + clause" also work as a cohesive device to introduce new information and display cataphoric function. This study may bring enlightenment for EFL learners to use shell nouns appropriately in writing and can give implications for ESP and EAP teaching.

Mengyuan Li (Hong Kong Baptist University), John Della Pietra (Hong Kong Baptist University) and Simon Wang (Hong Kong Baptist University)

Teaching Linguistic Features for Oral English Based on Annotated Transcripts of Experts' Academic Presentations

Abstract. While published texts are often used as models to teach writing, it is less common for exemplary academic presentations to be used as models probably because features of such presentations are less salient than those of their written counterparts. In this paper, we annotate the transcripts of three academic presentations by experts (one professor and two award-winning research students) and develop language learning tasks for students to notice and label the linguistic features in the presentations focusing on a range of grammatical, lexical and metadiscursive items. A total of 132 instances of 20 types of grammatical structures and 78 instances of 10 types of metadiscourse items are identified through annotation drawing upon the taxonomies developed by Biber et al. (1999) and Hyland (2005). A set of lexical items are also annotated from the transcripts based on the academic word list developed by Coxhead (2000). Over 200 tasks are designed and developed to help students learn these linguistic features. 30 students are invited to study the materials developed and assess the effectiveness of these materials for developing presentation skills through a questionnaire survey. It is found that students consider the materials useful in general and pay more attention to the grammatical and metadiscursive resources than lexical items probably due to their different disciplinary backgrounds. Nevertheless, they need further guidance to incorporate the linguistic features found in the model speeches into their own academic presentations. The results of the study indicate that this approach of teaching oral English based on annotated transcripts of model presentations could be scaled up by building a larger corpus and engaging more students.

Mercedes Querol-Julián (Universidad Internacional de la Rioja)

Simultaneous Interaction in Large Live Online Lectures: Multimodal Transcription and Visual Representation

Abstract. This paper studies the digital genre of live online lectures, i.e. instruction takes place in real time and learners and teacher can communicate during the session. The research focuses on large virtual lectures where the teacher communicates through an audio and video system and the students use a live writing chat. In this context interaction is frequently simultaneous (Querol-Julián, 2021). The multimodal transcription of students' participation can be one of the most methodological challenges of analysing simultaneous interaction in virtual lectures. Some conversational features can make this task a difficult one, as a previous study -where Adobeâ Connectä was the web conferencing system- has revealed (Querol-Julián, forthcoming): i) one can see that the students are writing on the chat but their actual talk is not displayed until they send their messages; ii) many students do not eventually send their messages; iii) when more than two students are writing at the same time, the system does not display all the names but

just indicate that several users are writing; iv) the student and the teacher talk are not always synchronized, but frequently their talk overlapped, and sometimes the student responses pop out when the teacher has already shifted the topic of discussion. Another challenge is the representation of the structural and multimodal complexity of simultaneous interaction to present the results of our research. This study proposes a multimodal transcription method that considers learner "talk" and silence and teacher multimodal discourse and provides a comprehensive and understandable output. ELAN is used to illustrate it. In the second part of the study, a detail visual representation of the transcriptions and annotation is proposed. This approach will allow the analyst to give an accurate account of simultaneous interaction in large live online lectures and to clearly represent its complexity.

Michael Stevens (University of Nottingham)

Practices of Embodied Reformulation in the Academic Group Discussion

Abstract. In this paper I examine the academic group discussion task as a context for practices of embodied sense-making. Granting that group discussions, within the tradition of English for Academic Purposes, have been used as a mode for teaching academic language skills, in practice, group discussions involve contingencies of conversational utterance construction and social actions (Seedhouse, 2004). They also involve a complex of verbal and materially sensory resources in conveying to an examiner the participants' comprehension of academic language. Here I use a small corpus of group discussion rehearsals in which the participants simulate the examination format of the discussion. The corpus comes from a wider collection of Chinese academic English at a Sino-foreign university in mainland China, where English is used as the academic lingua franca. The examples will draw from students developing conversational skills for social science and humanities majors. I particularly focus on how discussants formulate and reformulate examples, illustrations, and stance-taking, while my theoretical framework draws from several approaches that consider the intersubjectivity of communication (Goodwin, 1979; Heritage & Atkinson, 1984; Schegloff, 1992). Building on Langacker's (2008) notion of construal into the moment-by-moment construction of utterances in discussion, I take an enactive approach to the sense-making actions discussants actively create and perform (cf. DiPaolo, Cuffari, & De Jaegher, 2018). For the presentation, I offer three scenarios in which embodied actions function to reformulate a construal: iterative/self reformulation, collaborative reformulation, and multimodal repair. Each reformulation serves as a basis to provide renewed context for the meaningful analysis in the discussion. In turn, the analysis of reformulations as recontextualizations has implications for the intra-textual, meta-discursive regulation of talk (Linnell, 1998), and the broader social construction of classroom tasks (Bernstein, 1990).

Michał B. Paradowski (Institute of Applied Linguistics, University of Warsaw)

The Application of Specialised Language Corpora in LSP Teacher Training, Materials Design, Genre Pedagogy, and Translation

Abstract. Teaching and learning language 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, to its gradation. The talk will demonstrate the potential, methods and ease of applying both self-compiled and already available (collections of) texts and concordancing tools in the LSP classroom. Drawing on concrete examples from two genres, namely legal documents and cookbooks, we shall see how such tools can reveal a plethora of information about

the lexis, grammar, information structure, and cultural associations in the genres investigated, which often differ from the conventions and principles of "general English". Practical applications range from LSP research through teacher training, materials design, genre pedagogy, and specialised translation.

Miguel A. Vela-Tafalla (University of Zaragoza)

Making Multimodal Data Available: Annotation of Intonational and Genre-Specific Features in English for Academic Purposes

Abstract. Pitch manipulation, an inescapable resource in spoken communication, is exploited for paralinguistic purposes. However, its elements can be grammaticalized, i.e., incorporated into language-specific linguistic systems (Gussenhoven, 2004). This hybrid nature of intonation has two consequences: first, intonation may be overlooked both by researchers interested in language as word-based and by those interested in paralinguistic expression; second, there exist a variety of models alternatively focusing on either aspect or on both simultaneously to different degrees, which sometimes leads to intonation studies and the data they yield being too specialized and hardly comparable. Thus, part of their value is lost as they are difficult to incorporate into larger studies or to use for multiliteracy development. Accordingly, Multimodal Discourse studies and LSP genre pedagogy would benefit from a homogeneous approach to intonational phenomena capable of yielding reproducible and reusable data. For this purpose, after an overview of the most relevant models available, this paper proposes the use of Hypertext Markup Language (HTML) for multimodal annotation. As HTML conventions are already used for annotation of different parameters in other disciplines that tackle language from a not-necessarily-linguistic standpoint, like signal processing or web-scraping, multiple resources and tools are ready to use for research into multimodality and scientific communication. I will show an application of the HTML conventions to the annotation of intonational and genre-specific features of a corpus of Video Methods Articles from the Journal of Visualized Experiments, a digital spoken research genre studied by Hafner (2018), where researchers can, in some of its sections, present, promote and highlight the advantages of their research by directly addressing the audience in front of a camera. A discussion of the convenience of using HTML conventions for this and other types of annotation will follow, together with a reflection on the advisability of making research reproducible and reusable.

Mimi Nahariah Azwani Mohamed (Universiti Tun Hussein Onn Malaysia (UTHM)) and Mei Ph'ng Lee (Universiti Teknikal Malaysia Melaka(UTeM))

Challenges in Designing Listening Assessments for an ESP Context: Instructors' Perspectives

Abstract. Designing assessments that align with the learning outcomes is important in language teaching and learning. However, it is challenging to design an assessment that measures the intended learning outcomes for a receptive skill such as the listening skill. As listening is one of the least researched area, particularly in language assessment, there is a need to investigate the complexities in designing listening assessment, especially in an English for Specific Purposes (ESP) context. The study examined the process and highlighted the challenges involved in designing a listening assessment. The data were collected from two English language instructors from two technical-based universities in Malaysia through semi-structured interviews. Document analysis was also conducted on the English language course syllabi, collected from the two universities. The interview data and the documents were analysed using thematic analysis. The findings highlighted issues in developing listening assessments that align with the learning outcomes. The study also raised the key considerations for designing listening assessments for an ESP

context. This study contributes to knowledge and understanding of the complexities in developing listening assessment. In addition, this study provides recommendations on alignment between the learning outcomes and assessment, especially in listening skills in an ESP context.

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Noriko Matsumoto (Kobe University)

Expressing Counter-Normative Stance in the Verb Go

Abstract. Many non-native speakers of English can hardly express counter-normative stance in the verb go, as in (1)-(4). (1) go-unVed: His remark went unnoticed by everyone except me. (2) go-and-V: She's gone and (the reduced pronunciation of and) done it! (3) go-V: Did you have to go wreck my ideas? (4) go-Ving: You shouldn't go watching the movie all day. This paper addresses the need for corpus-based communicative instructions on how to express counter-normative stance in the verb go. The sentences in (1)-(4) expressing counter-normative stance, in one sense, are semantically competing. The four types of semantically competing sentences share one semantic feature. The verb go functions as a marker of evaluative modality that signals the modal notion of counter-normativity, and it retains no sense of movement. Through exploring the four types of sentences, this paper supports one hypothesis: the differences in meaning that different forms exhibit include functional differences in meaning. Based on our corpus data from the Collins Wordbanks Online, this paper also shows how the differences in (1)-(4) are closely related to genres of language use. There are two main findings. First, the go-unVed sentences generally occur in written English, whereas the go-and-V, go-V, and go-Ving sentences in spoken English. Second, the go-and-V sentence occurs mainly in informal speech within both negative and positive contexts. The go-unVed, go-V, and go-Ving sentences are not restricted to a particular genre, but they occur only within negative contexts. From the above discussion, it is reasonable to conclude that the functional features identified here are closely related to the differences in meaning. The corpus-based communicative instructions shown here is a pilot scheme that can be extended to other communicative areas. This paper thus claims that the need for corpus-based communicative instructions clearly makes a positive contribution to academic and professional practices

Norina Jabar (International Islamic University Malaysia) and Afiza Mohamad Ali (International Islamic University Malaysia)

A Qualitative Study on English for Camping Programme (ECP) for ESL Teachers - as ESP 'Means' to Instruction

Abstract. One of the various types of English enrichment programmes developed and implemented yearly in Malaysian schools is the English for Camping programme or ECP. Teaching ECP can be a complex task as the language and communication used in camping are different and specific to the camping context. Hence the terms can be new and unfamiliar to the teachers. Notwithstanding, they would approach the teaching possibly differently as it would also be contingent on their experiences and career stages which can influence the kind of learning the students will encounter. This study takes the ECP instructors in the position of initial ESP (English for Specific Purposes) learners as they must understand the ECP language in order to teach camping. Moreover, the teachers are the ones who need preparation as they are the means to execute the programme. Many studies have urged for the

70

professional development of ESP instructors and the ECP presents a kind of professional upskilling for the teachers. An in-depth qualitative interview was conducted to investigate 3 ESL teachers' views after they have undergone the ECP training programme. The findings showed implications of ESP professional development for ESL teachers in special and specific pedagogical contexts that are aided by their knowledge of teaching strategies, practices and experience. ESP professional development needs to be relevant to teaching context and needs, for increased and active engagement in content and pedagogy.

Olena Tykhostup (Friedrich-Schiller-Universität Jena)

Pointing, Common Ground, and Visible Referents in English, Idi, and Russian

Abstract. Although pointing gestures display a lot of cross-cultural variation – they are performed with the finger, head, lips, and virtually any body part (Cooperrider et al., 2018) – all cultures have some way to point in their communicative repertoires. In my talk, I will focus on manual pointing in three languages – English, Idi, and Russian. There are findings suggesting that gestural pointing is affected by the information structural constrains on the discourse level (Flack et al., 2018), and by certain features of their referents (Kendon, 2010). The aim of my talk is to uncover patterns of systematic variation in pointing gestures. I use a narrative problem-solving task (cf. San Roque et al., 2012) to study the multimodal behaviour of speech participants in three languages. This task elicits multimodal references to events and characters that are present in the immediate physical environment. I will argue that the effort and duration of pointing gestures reflect the degree of discourse accessibility of their referents. In addition, I am going to show how movement patterns and hand shape modifications of pointing gestures encode certain types of contextual information about their referents. Ultimately, my research shows that the semiotic complexity of pointing gestures goes beyond their commonly assumed indexical properties. Cooperrider, K., J. Slotta, R. Núñez (2018). The Preference for Pointing with the Hand is not Universal. Cognitive Science 42 (4). 1375–1390. Flack, Z. M., M. Naylor, D. A. Leavens (2018). Pointing to Visible and Invisible Targets. Journal of nonverbal behavior 42 (2). 221–236. Kendon, A. (2010). Pointing and the problem of 'gesture'. Rivista di Psicolinguistica Applicata 10. 19–30. San Roque, L., L. Gawne, D. Hoenigman, J. Miller, A. Rumsey, S. Spronck, A. Carroll, N. Evans (2012). Getting the Story Straight: Language Fieldwork Using a Narrative Problem-Solving Task. Language Documentation & Conservation 6. 135–174.

Paul McAleese (Nara Institute of Science and Technology)

Reflections on Designing and Teaching an Online Oral Presentation Course

Abstract. As the result of COVID-19, many teachers have been asked to teach their courses in an ERT (Emergency Remote Teaching) format at short notice. The challenges have been numerous: from converting lesson materials to issues with student submissions and unfamiliar technology. The benefits to language learners are also potentially diminished, particularly with oral communication courses. This short presentation reflects on preparing and teaching an ERT oral presentation course to a large group of Japanese university research students. The talk will cover a number of issues that were addressed while preparing and teaching the course, including media used for lessons and submissions, course content and timing, and interacting with students. It will also detail some ideas for using short pre-recorded student presentations to create individualized post-analysis tasks, and to increase the scope of teacher, peer, and self-evaluations. This experience, combined with student feedback collected, will then be used to consider how oral presentations can be more effectively addressed in future online and even face-to-face courses.

Phoebe Siu (College of Professional and Continuing Education)

Co-Developing Critical Semiotic/ Language Awareness in LSP: A MEC Approach for Multimodal Design Board Composition

Abstract. Adopting a critical perspective (Pennycook, 1997; Benesch, 2001; Starfield, 2013; Lo & Lin, 2018) to Languages for Specific Purposes (LSP) opens a gateway to re-examine how multimodal meaning-making resources may address dynamic and fluid flows of complexities and pluralities (Garcia & Sylvan, 2011; Garcia, 2020) in bi/plurilingual tertiary education, "indexing the diversity of actors engaged in new configurations of communicative engagements in a globalized, technologized world". (Li & Lin, 2019). This paper introduces the Multimodalities-Entextualisation Cycle (MEC) (Lin, 2015; 2018) as a heuristic tool for leveraging translanguaging pedagogies (Creese and Blackledge 2010; Lin and Wu, 2015; Lin and Lo, 2016) in a 13-week English for Specific Purposes (ESP) course designed for 86 design tertiary students in Hong Kong. The pedagogical intervention in this participatory action research (PAR) (Jacobs, 2016) focuses on co-developing critical language/ semiotic awareness in LSP through re-connecting assessment and learning with disciplinary cross-modality agentive moves that mapped with plurilingual pluricultural students' "translanguaging instincts" (Li, 2016). Through triangulating multiple data sources (field notes, lesson observations, assessment/ teaching materials design and reviews, student writing samples, semi-structured individual interviews and focus group discussion), the teacher-researcher investigates the multimodal nature of disciplinary meaning-making, putting forward two key research questions: (RQ1) In LSP for EMI higher education, what curriculum genre designs may harmonize disciplinary language training with multimodality? (RQ2) What resources and strategies may plurilingual pluricultural teachers and students employ in the process of developing critical language/ semiotic awareness through connecting multimodality with co-designed assessment and learning activities? Key research findings indicate potentials for LSP specialists to co-design a wider range of discipline-appropriate communicative registers, genres and modes, pushing limits and crossing boundaries across modalities and technologies (van Leeuwen, 2004; Kress, 2010; 2015; Li & Lin, 2019) in the process of leveraging plurilingual pluricultural tertiary students' trajectorial development of professional communicative repertoires.

Pilar Mur Dueñas (Universidad de Zaragoza) and Vicky Gil (Universidad de Zaragoza)

Academics' Teaching Practices in English: Digital Technologies in a Professional Development Programme for ICLHE Instruction

Abstract. Academics' professional practices have become more and more diverse and complex in our current context of digital and global communication. Such professional practices very often entail the use of English as an Additional Language for publishing, management, and teaching purposes. Our focus will be on academics' teaching practices through the medium of English and will present how materials have been designed for professional development in an ICLHE (Integrating Content and Language in Higher Education) context. An extended training programme developed at a Spanish university to cater for ICLHE teachers' training needs, CLIC@unizar (Content and Language Integrated Competences at Universidad de Zaragoza) will be here presented as a highly effective way to foster not only participants' communicative competences but also their pedagogical skills. The use of digital tools and technologies, especially HyperDocs and Google Apps for Education (mostly Google Docs, Google Slides, and Google Forms), has enabled colleagues who are already teaching through the medium of English or who are planning to do so in the near future to successfully develop their digital competence in the teaching context. The use of these digital tools has entailed the use of multimodal ways to provide participants

with input, make them interact with the material, with us and among themselves, and produce output, all of which are essential for effectiveness in English Medium Instruction contexts. We seek to show how participants have successfully incorporated the use of such digital technologies in their teaching practices, improving their students' engagement, learning and development of digital competences. The paper will present the programme, lay the foundations for the incorporation of digital technologies, describe and illustrate how these were integrated and finally seek to evaluate this specific aspect of the CLIC@unizar itinerary proposed.

Piotr Twardzisz (University of Warsaw)

Morphological Complexity of English for Research Publication Purposes

Abstract. Scholarly texts across different academic disciplines may be characterised by certain morphological word types. Some (groups of) affixes may prevail in certain, and not other, disciplines. Although complex words are typical for specialist writing in general, little attention has been devoted to this quality of scholarly texts (Biber & Gray 2010; Gardner & Davies 2014). This paper combines insights from English morphology with English for research publication purposes to analyse complex words used in research articles in two disciplines within social sciences (political science and journalism). Two disciplinary corpora containing cleaned research papers, with comparable numbers of word types and tokens, were compiled (Flowerdew 2015; McEnery & Hardie 2012). They were then searched for individual morphologically derived (affixed) word types and their tokens. Frequency lists of affixed word types were obtained for each of the two disciplines. The results show that, in the case of several affixes, there are notable discrepancies between the numbers of types/tokens obtained from the two corpora. Particular quantitative differences between the two disciplines are recorded for several affixes, for example, for the suffixes -er, -ism and -ish and for the prefixes un- and non-. On the other hand, there are also affixes with comparable numbers of occurrences in the two fields. Productive morphological patterns are evidenced by frequent word types and hapax legomena established for the two disciplines. The competent use of complex words in academic writing for research contributes to the quality of the text, which requires a native-level command of derived words. The results extend our existing understanding of English for research publication purposes.

Qing Huang (City University of Hong Kong)

ESP Curriculum Design on Engagement Practices in Nursing Communication in China

Abstract. Engagement is characterised as nurses' ability to interact with a patient, seeing beyond the patient's immediate symptoms or pain. To better engage with patients, a nurse may employ different communication skills, particularly strategies that allow nurses to understand and elicit patients' concerns. Engagement may be more challenging when a foreign language is involved. Due to globalisation, nurses in China are confronted with increasing opportunities to interact with patients in English. Thus, a course on English for specific purposes (ESP) for teaching engagement and related communication skills is needed. This project aims to develop an ESP nursing course on engagement practices in mainland China. Nurse supervisors and practitioners are interviewed and observed to explore their concepts of engagement in clinical practice at hospitals. These data contribute to refining an existing ESP course for college nursing students with a focus on communication strategies to promote engagement in clinical contexts. The spoken interactions involved in students' engagement practices in the ESP course are audio-recorded and evaluated to determine the effectiveness of the modified ESP course. Pedagogical benefits and

73

clinical implications are generated to inform ESP practitioners and nurse educators about ways to teach engagement practices in nursing communication.

Renia Lopez-Ozieblo (The Hong Kong Polytechnic University)

Learnings from a Second Language Speaker: Conclusions from Gestures

Abstract. Gestures in second language (L2) learners, meaning-making hand and arm movements co-occurring with speech, are still not well understood, including how gestures develop in language learners, what their functions are and how they are processed. This paper presents additional information based on the results of a longitudinal in-depth study of the gestures of one English L2 speaker. Most existing gesture studies tend to focus on referential gestures and only provide a static snapshot of gestures at a specific proficiency point. With this cross-sectional information, it is not possible to understand how students are progressing in their processing of the FL. Previous studies have mostly compared referential gestures in the L2 with those in the mother tongue (L1), and the interference from one language to the other (Kita, 2009). There are few studies as to how gestures in general, and not just referential ones, develop within adult language learners in the L2. This question can only be answered by longitudinal studies following individuals as they improve their proficiency, which has only been done in a handful of cases (Saddour, 2017; Stam, 2015). This paper provides additional insights as to how gestures develop with proficiency in our participant, in particular gestures with pragmatic functions. These include beats but also a number of recurrent gestures which can be observed in both the L1 and the L2. The overall observation is that there is an increase in gestures with a metadiscursive (pragmatic) function as proficiency increases. However, we expect these to decrease with further proficiency, as they are not so frequent in the L1. As this pattern has been observed in other L2 learners (study in progress), we will present some hypotheses as to why this could be, together with its implications for L2 pedagogues.

Ronghua Wang (School of Foreign Languages, Hunan University)

Construction of Collaborative Completion Turns in Second Language Interaction

Abstract. Based on a Chinese English learners' multimodal corpus, this study investigated how the speakers and listeners employ verbal and embodied resources to construct collaborative completion turns in second language interactions. The results showed, firstly, such signals as pause, gestures, speech fillers, gaze withdrawal etc. that released by the speakers urge the listeners to co-construct the incomplete turns; secondly, the collaborative completions contributed by the listeners mainly followed and seldom overlapped with the speakers' continuing utterance, and the constructed content have the multimodal potential; thirdly, speakers preferred to agree with the listeners' collaborative completions, but sometimes they also gave negative feedback. The results suggest that the collaborative completions constructed by the second language learners have strong embodied nature, and that the successful interactions are based on the establishment of common grounding information and the alignment of cognitive process.

Rui Deng (Northwestern Polytechnical University)

An Analysis of Modal Adverbs of Certainty in Linguistic Academic Discourse: A Case Study of The Modern Language Journal.

Abstract. Academic discourse contains abundant interpersonal meanings. As an important means of performing interpersonal function, modality is an attractive research subject for researchers who study on academic discourse. However, among the studies on modality in academic discourse, there is a small number of studies focusing on modal adverbs of certainty (MACs) at home.

Based on Systemic Functional Linguistics and with the help of LancsBox 5.0, the researcher identifies MACs in 60 papers adopted from The Modern Language Journal and classifies them into 4 types, including epistemic, expectation, evidential and speech act according to the MAC Theory introduced by Marie et al. The data are used to describe and analyze the distribution features of MACs, as well as summarize factors which influence the features.

The research results show that though small number of MACs are used in the corpus of this research, MACs are indispensable in linguistic academic discourse, among which epistemic, expectation and evidential MACs are used frequently, while speech act MACs are not used frequently. Specifically, under the 4 classifications, the frequency of polysemous MACs and MACs which have various significant forms of manifestation is relatively high. At the same time, some MACs occur relatively frequently because their meanings are appropriate to academic discourse. Therefore, the researcher believes that the distribution features of MACs are mainly influenced by the 3 factors including polysemy, form of manifestation and stylistic feature.

This research validates the MAC Theory introduced by Marie et al. from the theoretical points of view as well as helps readers learn about the distribution features of MACs and apply them into actual academic reading and writing from the practical points of view.

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Sana Shamaileh (Zayed University)

Linguistic Aspects of Political Discourse with Reference to English and Arabic Languages

Abstract. This study looks into prominent features and key characteristics of political discourse. The discourse genre of the corpus investigated in this chapter is political speeches that are delivered in particular events and settings by head of a state and former prime ministers. It will start with discussing the relationship between politics and language and highlighting the way politicians use language to achieve their aims. Then it will investigate political discourse and legitimacy in terms of the nature of political discourse and power and examine rhetoric in general and rhetorical tactics in particular adopted by speakers in this context. Following this, the study will discuss the issue of style with relevance to political discourse, then it will narrow down its focus to look into semantic and structural devices with reference to Arabic and English, and finally examine political discourse and language variety in terms of code-switching i.e., switching from formal use of language into colloquial use. The outcome of this study will focus on the linguistic nature of Arabic political discourse from its various aspects and will show that semantic and structural stylistic devices are part of Arabic political discourse and participate in underpinning and empowering an argument which results in having a more persuasive argument.

75

Santosh Mahapatra (BITS Pilani Hyderabad Campus)

EST Textbooks in India: A Saga of Systemic Failures

Abstract. English for Science and Technology (EST) in India continues to suffer from unresponsive policy, lack of teacher training, inappropriate textbooks and most importantly, lack of good quality research (Mahapatra, 2011, 2019), though science, technology and engineering are still some of the most preferred career choices of undergraduate students in the country. The regulatory body of technical education, All India Council for Technical Education (AICTE), proposed model syllabuses in English and technical communication courses for undergraduate engineering students in 2018. While both the syllabuses do not seem to be based on analysis of students' specific language needs, most of the prescribed books included in them are theory-heavy, do not follow an activity-based approach, and are not prepared keeping in mind the fact that most teachers are not trained in either EST/ESP or ELT and applied linguistics and thus, depend heavily on textbooks. This paper evaluated the suitability of a list of ten English and communication skills books meant for engineering students in India which comprised those prescribed by the AICTE and the most popular ones traced through a survey of syllabi of technical universities across the country. First, a set of evaluation criteria was developed on the basis of existing literature on ESL/EFL materials development, specific English language needs of engineering students in India, and teachers' training needs. Then, each book from the list was evaluated with the help of the aforementioned evaluation criteria. In the next stage, a cross-book analysis was carried out. The main findings support the assumptions made earlier. First, very few of these books offer support for untrained teachers to teach EST. Second, most of them do not use authentic contexts. Third, the majority of them do not follow an activity-based approach. The paper concludes with implications for materials designers and policymakers.

Sara Nezami Nav (Oklahoma State University)

A Multimodal Genre Analysis of Video Abstracts

Abstract. The Video Abstract (VA) genre has recently emerged with the aim to increase research visibility in our competitive research world (Spicer, 2014). A VA summarises one's research utilising various modes (e.g., audio, visuals, texts). While several studies have looked at the impact of VAs on visibility (Bredbenner & Simon, 2019; Spicer, 2014; Zong, Xie, Tuo, Huang, & Yang, 2019), genre-based research is scant. The limited research available has focused on its rhetorical structure only (Liu, 2019). Given the distinctiveness of VAs compared to their text-based counterpart, the traditional written abstract, there is a need to better understand how meaning is communicated using different modes in this genre. Therefore, this exploratory study uses inductive multimodal analysis (Baldry & Thibault, 2006; Hafner, 2018) by implementing open coding on three VA types (two graphical, two whiteboard and two talking researcher VAs) to uncover what meanings the VAs communicate and how different modes contribute to meaning transmission. The findings revealed two central themes associated with communicating biological processes and abstract concepts. Biological processes were communicated using a variety of multimodal techniques that varied across VA types, for example, by using 3D imaging, simple metaphoric drawings, and spoken narrative. Abstract concepts were most effectively communicated in the whiteboard VA by using simple visual analogies while graphical and talking researcher VAs tended to only mention these concepts without an attempt to illustrate meaning using multimodal affordances that are available. These results imply that different VAs may suit different research types due to variation in modal affordances. They also shed light on the importance of gaining awareness of how different VA types lend themselves to different meaning-making affordances that

researchers can use to communicate their research effectively. Finally, this study implies that multimodal analysis can foster an in-depth understanding of the dynamic, video abstract genre.

Sharareh Hadian Zarkeshmoghaddam (Simon Fraser University) and Glenn Galy (Vancouver Community College (VCC))

Best Practices for Teaching EAP Online in the Pandemic Era

Abstract. The current global pandemic has acted as a catalyst, shifting more educators around the world to adapt their means of delivery, using a variety of online multimodal tools and strategies. For most, this change of delivery has highlighted numerous challenges in the area of student engagement. The more that students are actively engaged in their learning, the more likely students are to display motivation, persistence, self-efficacy and deep conceptual understanding. This raises several questions: What conditions are needed to foster student engagement when teaching online? What active learning techniques facilitate increased student engagement? What instructional strategies work effectively in an online delivery format to increase student engagement? The authors of this article share their findings regarding a number of potential strategies that EAP instructors can utilize to increase student engagement and ultimately, student success.

Sichen Xia (City University of Hong Kong)

Popularizing Science in the Digital Era: A Multimodal Genre Analysis of TED Talks

Abstract. Fostering students' capability of communicating science to the general public has become a new requirement for ESP teachers at tertiary level. That is, science students now need to reflect on how the dissemination of science can go beyond expert communication to expert-to-laypeople popularisation. Furthermore, to fit the digitally driven society, students' ability to employ multimodal and digital resources in scientific communication is of prime importance. Against this backdrop, there is an urgent need for ESP educators to reconsider and recontextualise their pedagogical choices so as to help their students better achieve this popularisation goal. One of the widely used approaches in ESP education is genre analysis. Therefore, the current study performed genre analysis of twenty-eight TED talk videos on biology, in order to reveal how speakers in TED talks made use of multimodal and digital resources to communicate scientific findings. Analysis of this genre can provide some mental handlers for ESP educators and novice writers to learn about the generic structure of a popularisation genre and to understand how multimodality and digitality can be employed to popularise science interaction.

Siti Zaidah Zainuddin (Universiti Malaya) and Ahmad Zaki Chamil (Universiti Malaya)

Judge-Made Law: A Comparative Genre Analysis of Malaysia and English and Wales Court of Appeal Judgments

Abstract. This genre research examines and compares the rhetorical structures of Malaysia and English and Wales Court of Appeal Judgments. This comparative genre study is motivated by a statement by the former Malaysian Justice of the High Court, Dato' Syed Ahmad Idid, in his writing guidebook that presents a standard model to write legal judgments that can be adapted to all legal jurisdictions across the

world. Normativity statements about the dos and don'ts on how to write judgments are valid and essential to the legal practices but this approach does not describe the compositional discoursal features and language use of legal judgments. Furthermore, a prescriptive standard model that can be adapted to all legal jurisdiction across the world might not reflect the actual comparative similarities and differences between legal systems. Consequently, Dato Syed Ahmad Idid's book presents a descriptive research prospect that could accompany the normative worldview of legal judgments. Following these motivations, ten court of appeal legal judgments from each legal system from the year 2017 were selected through purposeful (non-probabilistic) sampling. Adapting and modifying Bhatia's 1993 framework, a bottom-up analysis was conducted to identify and categorise the rhetorical structures and communicative purposes of both legal judgments.

Sofía Albero-Posac (Universidad de Zaragoza)

Intended Audience in Video Abstracts: Towards a Better Understanding of an Emerging Multimodal Genre

Abstract. With their migration to the digital sphere, research articles have been in many cases subject to a process of enrichment (Breure et al., 2011). In digital journals, they often present new features and are accompanied by different add-on genres (Luzón & Pérez-Llantada, 2019), such as the emerging multimodal genre of video abstracts. These are short audiovisual texts which present the main ideas of a research article, and can be found not only on journal websites, but also in other platforms such as YouTube. This paper aims to explore the types of audience to which video abstracts are addressed and the way in which this genre recontextualises scientific information from research articles. For this purpose, first, it will present a study conducted from an emic perspective, including an analysis of documents from journal websites containing guidelines for the creation of video abstracts, and an interview with staff from a journal. Second, it will focus on a discourse analysis of video abstracts carried out drawing on Hyland's (2010) concept of proximity. The results obtained point to a certain level of variability in terms of potential intended audience and the way and extent to which information from research articles is recontextualised, depending on the journal and the type of author in charge of creating these multimodal compositions in each case. Next steps involve further research using Multimodal Discourse Analysis frameworks to understand the way in which different modes interact in this new genre to create meaning.

Stuart Benson (University of Aizu)

"Rugby Is Rugby, No Matter Where You Play": Investigating the Linguistic Needs of Rugby Players and Coaches

Abstract. The sport of rugby, which has been played predominantly in English speaking countries (e.g., New Zealand, England and Australia), is gaining popularity in other countries (e.g., Japan). In rugby, spoken communication between coaches, players, managers, and the referee is a fundamental aspect of the sport. However, in the case of Japanese players going to New Zealand or vice versa, communicating with each other presents a challenge. Likewise, for English for Specific Purposes (ESP) teachers giving instruction to second language (L2) speakers wanting to play rugby in a foreign language setting, developing communication tasks is problematic. Teachers prepare courses, lacking the linguistic knowledge and guidance they need to develop materials and courses that can provide learners with the language they need to know to play rugby in another language or country. To date, no research has

focused on the linguistic and communicative needs of these players. This presentation focuses on a needs analysis conducted to investigate the linguistic needs of players and coaches in the New Zealand and Japan rugby setting. The first part of the needs analysis was an online survey completed by 86 participants with the aim to understand the general language difficulties players and coaches face within the rugby domain and how rugby language affects communication. Further, 12 semi-structured interviews were conducted with the participants to gather in-depth qualitative information that elaborated on the results from the online survey. In the presentation, I will discuss the two data collection methods, the participants, and key results from the needs analysis. Finally, the presentation details how the results can be applied to an ESP rugby language classroom.

Suwei Wu (China University of Petroleum (Beijing)

Gesture of Negation in Chinese

Abstract. In recent years, there has been a growing interest in the study of recurrent gestures, those that show a relatively stable form-meaning relation and often fulfill pragmatic functions. However, while existing studies focus mostly on Indo-European languages (Kendon, 2004; Harrison, 2018; Bressem & Müller, 2014; Inbar & Shor, 2019), to date, little attention has been given to such gestures in Chinese. In addition, although existing studies have established various gestural patterns expressing negation, they do not explicitly distinguish between different types of negation in relation to gesture use. It is thus unclear enough whether there is correlation between the type of gesture and the type of negation and if so, in which ways they relate to each other. Against this background, the present study considers gestural patterns for the expression of negation in Chinese and examines whether the type of gestural pattern correlates with the type of negation. Following Choi's (1988) and Cameron-Faulkner et al.'s (2007) typologies of negation, the present study employs the following negation categories, including rejection, prohibition, nonexistence/absence, epistemic negation, incapacity, failure, and negative assertion. Based on a group of Chinese TV programs, a pilot study indicates that Chinese speakers employ the following types of gestures to express negation, including PD sweeping away, wigwagging, PV sweeping away, holding away, brushing away and throwing away. In addition, it is found that holding-away gestures significantly correlate with the negative functions of rejection and prohibition, PD-sweeping-away gestures with incapability and nonexistence, and wigwagging gestures with failure and epistemic negation. These preliminary results suggest that Chinese have "ready-made" gesture forms that constitute a repertoire that they can draw upon to express the meaning of negation, and that the type of gestural form correlates with the type of negation. This presents a different view which considers gestures are produced idiosyncratically (McNeill, 1992).

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Taha Omidian (Victoria University of Wellington), Anna Siyanova (Victoria University of Wellington -- Ocean University of China) and Douglas Biber (Northern Arizona University)

New Dimensions of Variation in Writing for Research Publication: An Analysis of Disciplinarity, Intra-Textual Variation, and L1 Versus LX Expert Writing

Abstract. Scholarly knowledge in contemporary academia is created and communicated primarily through writing for research publication. It is through this particular form of knowledge dissemination

79

that a rich body of scientific knowledge about a given phenomenon is accumulated. The present study set out to investigate the linguistic particularities and conventional discourse style of research writing, as reflected in the use of various lexical and grammatical features. For this purpose, a multi-dimensional approach was adopted to inductively identify co-occurring linguistic features of research writing and describe their underlying discourse functions. Our analysis revealed three fundamental linguistic dimensions which underlie the discourse practices of research writing across academic fields. These dimensions were then used to provide a functional characterization of research writing and highlight linguistic differences arising as a result of internal and external contextual factors, such as disciplinary specificity, intra-textual variation, and possible influences of L1 versus LX-English expert writing. Our results showed substantial differences in the linguistic characteristics of research writing in sections of articles with respect to these dimensions. It was also found that these linguistic particularities can be strongly affected by disciplinary preferences, and that any characterization of research writing with no careful consideration given to disciplinarity would be incomplete. Our findings further revealed considerable differences between L1 and LX expert writing in fulfilling the communicative practices related to the evaluation and elaboration of research findings.

Thi Ngoc Phuong Le (University of Foreign Language Studies - The University of Danang) and Minh Man Pham (University of Technology and Education - The University of Danang)

Temporal Influences on Genre Practices: Further Evidence from Mechanical Engineering Research Papers

Abstract. Rhetorical structures and linguistic use have been shown to be in constant state of evolution, yet mainly in research focusing on medical discourse (e.g., Ayers, 2008; Li & Ge, 2009). In this study, we explore temporal influences on genre practices in mechanical engineering by drawing on a corpus of 120 research papers in this discipline, which are equally distributed across two sub-disciplines (thermal-fluids engineering and mechanical systems), three research paradigms (theoretical, quantitative and mixed methods) and two periods of publication time (2002–2006 and 2012–2016). To this end, we first identify a system of communicative functions across the whole research article based on Swales' (1981, 1990, 2004) conceptual framework of rhetorical structures operationalised as moves and steps. We then tag all the text files of articles with the identified communicative functions, and use these tagged text files to retrieve data related to different phenomena associated with the moves and steps such as move/step range, frequency and length. Statistical comparisons on these areas made across the whole research article in the two groups of publication time point to several divergences between research articles published earlier and those published later in six main aspects. For instance, mechanical engineering researchers writing in the early periods are more likely to explicitly state other studies or sources whose results are used to compare with those obtained in their studies, and provide more details about background knowledge than their counterparts. Finally, we explain how the variation on the level of publication time aligns with the epistemological and sociological properties of the mechanical engineering discipline. Our intra-disciplinary findings shed more light on the nature of discourse in mechanical engineering and thus have important implications for the instruction of writing for research publication purposes.

Thomas Amundrud (Nara University of Education)

Multimodal Classroom Knowledge Practices

Abstract. Recent decades have seen an explosion in research investigating multimodal discourse and pedagogy from numerous theoretical perspectives. From the systemic-functional tradition, this includes systemic-functional multimodal discourse analysis (SF-MDA) (e.g., Amundrud, 2017), which "is concerned with the meaning potential of semiotic resources distributed across strata...and the theory/analysis of the integrative meaning of semiotic choices in multimodal discourse" (O'Halloran, 2008, p. 444). These advances have coincided in the past decade with the development of Legitimation Code Theory (LCT), which conceptualizes the organizing principles of knowledge (Maton, 2014). Utilizing these perspectives, this presentation will introduce research in progress into the multimodal pedagogic knowledge practices enacted in Japanese secondary school EFL (English as a Foreign Language) courses. As research in progress, this talk will explain the background and methods of yoking together the potentials of SF-MDA gesture and spatial analysis with LCT translation devices for Semantics (Maton & Doran, 2017) and Autonomy (Maton & Howard, 2020), all undergirded with a systemic, social semiotic understanding of language in use. Based upon this examination, the speaker will present current findings and close with thoughts on possible directions for present research and future teaching.

Thomas Chan (City University of Hong Kong) and Becky Kwan (City University of Hong Kong)

What Do Researchers Cite When Reviewing past Research? a Semantic Analysis of Citation Use in Literature Reviews of Research Articles in Information Systems

Abstract. Citation is an essential feature of research writing, which is particularly expected in the Literature Review (LR) to situate the writer's work among others' in the field. Yet, making references to past scholarship in the genre-part can present different sorts of challenges to novice writers with the major one being having to choose not only appropriate source ideas but also the right amounts to cite. It is not uncommon to find indiscriminate citing criticized for being bibliomaniac (Belcher, 1994), losing authorial control (Ridley, 2012) or laundry listing. Although much research has been conducted on citation practices and numerous guidebooks about the topic have been published, most of these sources have focused on citing mechanics (e.g., citation forms), citation verbs, and generic citation functions rather than what needs to be cited and how cited ideas function in specific parts of a research text such as its LR. Addressing this gap, this paper will present a study of source ideas cited in LRs of 30 research articles in Information Systems that follow a positivist paradigm. Adopting a move/step-specific approach to the analysis informed by Swales' (1990) CARS model and the move-specific semantic-functional citation typology developed by Kwan and Chan (2014), the study examined the source ideas in terms of their semantic attributes and their use in specific moves and steps of the LRs. Findings show distinct patterns of ideas referred to in the steps. Given the space, this paper will only discuss those observed in Move 1 Step 3 (Reviewing items of previous research), which, as observed, mainly refer to four types of ideas with distinct semantic attributes. The findings can be attributed to the rhetorical purpose of the step, what the writers try to accentuate in Move 2, and equally importantly, the paradigm assumed in the studies. Pedagogical implications will be discussed.

81

Tingting Liu (National Institute of Education) and Vahid Aryadoust (National Institute of Education)

The Impact of Video Feedback on EFL Learners' Public Speaking Competence and Anxiety

Abstract. English public speaking is a critical skill for tertiary level EFL learners for academic purpose. Video feedback has become a useful part of the learning cycle of English public speaking due to its capacity to retain both verbal and non-verbal elements of this multimodal communication. Previous research has yielded varied results regarding the impact of video feedback on public speaking competence and anxiety. Additionally, these studies mostly focus on the in-private video feedback and the impact of video feedback as an instructional method in class is still under-researched. This quasi-experimental study investigated the impact of video feedback on EFL learners' public speaking competence and anxiety. Three intact university-level English classes in China (N = 74) participated, each assigned to one of the three 10-week treatment conditions. One group received in-class video feedback while watching their own speech video recorded in class; the other group received in-private video feedback, where only the speaker students were given feedback while watching their own videos with the instructor. A third group served as the control group and received feedback without watching the videos. Data on students' speaking competency were validated using many-facet Rasch measurement. Subsequent ANOVA and ANCOVA tests of three groups' presentation competence and anxiety showed that in-class videotaped feedback significantly improved students' delivery skills and reduced their speaking anxiety compared with the other two groups. It is proposed that in-class video feedback should be conducted in class as an instructional procedure to help EFL learners improve speaking skills and reduce their speaking anxiety.

Tongle Sun (The University of Hong Kong)

Academic Communicative Preparedness and Discourse Organizing Strategies: Chinese Postgraduate Students in the U.S.

Abstract. In the globalization era, the numbers of tertiary students who cross borders to study have been on the rise. The latest OECD report (2020) showed that in 2018, 5.6 million students at the tertiary level gained international educational experience outside their home country, and a large number of this population studied in a second language (L2). Contemporary study abroad research has shown that L2 students may not be adequately prepared for effective academic communication in the host environment (e.g., difficulties in organizing oral and written discourse). To develop a better understanding of the academic communicative preparedness of Chinese L2 sojourners in an English-speaking environment, a mixed-method study was conducted with Mainland Chinese international students who enrolled in full-time postgraduate programs at U.S. institutions. Adopting an exploratory sequential mixed-method design, the study investigated the academic challenges the participants encountered and the discourse organizing strategies they employed in oral and written communication. Semi-structured interviews were conducted with 14 Mainland Chinese postgraduate students at three American universities, followed by unstructured interviews with their American teachers (n=6). The qualitative data collected informed the construction of a questionnaire survey that was administered (n=70) in the ensuing phase. Qualtrics (a software tool for survey administration), SPSS, and RStudio were used to assist data processing and analysis. The study identified a range of challenges facing the participants in L2 academic communication (e.g., critical academic writing, effective discourse organizing). A large majority of them reported that they were inadequately prepared in academic speaking and writing on lexicogrammar level and discourse level and in class participation; they also reported difficulties in critical thinking and creative thinking. The findings have pedagogical implications for enhancing the quality of L2 study abroad preparation and

learning (e.g., offering English for Academic Purposes and English for Specific Purposes courses for study abroad students).

Valentijn Prové (KU Leuven) and Bert Oben (KU Leuven)

Social Attraction and the Adaptive Use of Hand Gestures in Native-Non-Native Dyadic Interactions

Abstract. Foreigner Talk (Ferguson, 1971) refers to attempts made by native speakers (NS) to accommodate their communicative behaviour to non-native speakers (NNS). Such adaptations typically include different forms of linguistic simplification (Fischer, 2016). This being firmly established in the literature; however, we identify two gaps. First, only a few small-scale studies take into account non-verbal modifications pertaining to the frequency, type and size of hand gestures (Bergmann et al., 2018). Second, the effects of such multimodal adaptations on NNS addressees remain largely unknown. In line with Zuengler's (1992) hypothesis for verbal features, we expect more prominent gestural forms to correlate with higher social attraction in native-non-native dyadic interactions. To test that hypothesis, we collected a dataset in which 48 NS (24 male, 24 female) and 24 NNS (12 male, 12 female, intermediate proficiency: level B1-B2) of Dutch took part in conversation table sessions. One session consisted of conversations between one NNS and each of the NS and the NS also interacted with each other as to enable within-subject comparisons. Each pair was told that they had exactly nine minutes to get to know each other while the third participant was waiting outside of the room. Our data on social linking were obtained by means of standardized social attraction scales (McCrosky et al., 2005). We are currently extracting two-dimensional trajectories of the participants wrists in videos (1080p, 50 Hz) containing frontal shots by means of the Detectron2 object detection algorithm (Wu et al., 2019) and we are segmenting and labelling gesture units in the upper limbs using the Neuroges system (Lausberg 2013) with two raters as to establish interrater agreement. Subsequently, we will calculate different kinematic measures for gesture prominence (maximum amplitude, range, mean and peak velocity, trajectory distance) using the movement data of each unit.

Vicent Beltrán-Palanques (Universitat Jaume I) and Nuria Edo-Marza (Universitat Jaume I)

A Genre-Based Approach to Enhance Multimodal Literacy in the ESP Classroom: A Focus on Engagement in Online Video Game Reviews

Abstract. In recent years, ESP teaching practices in higher education have greatly evolved due to the development of digital media, the growing demand for audiovisual genres and the increasing attention devoted to multimodal communication. In this light, ESP practitioners should incorporate practices that prepare learners for effective communication in professional settings, and thus they should be trained in the development of domain-specific linguistic knowledge and multimodal literacy (Mills & Unsworth, 2017). This study focuses on the digital genre of online video game reviews (OVRs) in the context of an ESP subject (English for video games) taught at the tertiary level. Broadly speaking, OVRs consist of criticism of a video game and are mainly made up of verbal and visual resources. In particular, the aim of this study is twofold: to address the teaching and learning process of OVRs from a genre-based approach and to explore how learners engage with their audiences through this digital genre from a multimodal perspective. This genre-based approach (Querol-Julián & Fortanet-Gómez, 2019) was implemented in the ESP video games classroom with 51 students. This is a learner-centred pedagogical model that serves to guide learners through the creation of OVRs, following the stages of deconstruction, joint construction and independent construction. Particularly, the study reports on the potential of this pedagogical approach

to deal with OVRs from a genre-based approach and focuses on how learners engage with their audiences through different semiotic resources. Results highlight the added value of introducing this digital genre to students through a genre-based approach at the same time that an emphasis is placed on the complex dynamism of semiotic resources, and on the different ways in which learners engage with their audiences through OVRs. Therefore, this study intends to exemplify how to address multimodal literacy in the ESP classroom and enhance learners' effective communication.

Victoria Möller (Goethe University Frankfurt/ Main) and Rose Vogel (Goethe University Frankfurt/ Main)

Teaching-Learning Arrangements in Mathematics Class – a Multimodal Perspective

Abstract. Encouraging students to an actively engage with mathematical contents, an offering of appropriate learning opportunities through the teacher is needed. These are characterized by a multimodal way of utterances by the teacher. It can be observed, for example, that teachers select specific terms and combine these with other modes such as gestures, activities on material and inscriptions (Vogel & Huth, 2020). For example, in the context of the mathematical topic "sequences of numbers", the number line is often provided inscriptionally in order to illustrate sequences of numbers and to make regularities clear. In primary school, a drawn number line is then used to illustrate the properties of the number sequence through activities, e.g. moving a picture of an elephant over the number lines ("jumping"). This fleeting movement of a "jumping elephant" (activities on material) is then manifested in form of arcs at the number line and is so taken up again in the form of inscriptions. In addition, verbal explanations are often combined with gestures, e.g. deictic gestures of the teacher at the inscriptionally arcs at the number line. A combination of spoken language and gestures is particularly become observed in mathematics lessons (Alibali et al., 2014). Research results show that, contrary to the widespread assumption that gestures are merely a system to accompany and support spoken language, gestures make a substantial contribution to the success of mathematical learning processes (Huth, 2014). For example, the comparative study by Wakefield, Novack, Congdon, Franconeri & Goldin-Meadow (2018) shows that instructions with gestures support children's focus on task structure and their solution process e.g. during solving equations. These research findings are supported by Möller and Vogel (2020). They were able to show that gestures can be used to substantiate content-related links and ambiguous verbal instructions.

Wei Tao (Hebei Normal University)

Translating Multimodal Chinese Culture in Museums

Abstract. Translation of multimodal texts of Chinese culture in museums is essential for the study of effective dissemination of Chinese culture in a global context, which has not yet been the focus of in-depth studies in China. The present study focuses on the effectiveness of the translation of museum texts, in the process of global dissemination of knowledge, based on Halliday's functional linguistic theory. In order to find effective solutions to the problems we found Chinese museums, the translated texts have been thoroughly analyzed from the textual, the interpersonal, and the ideational meta-functions. Using questionnaires, interviews, field tours, corpora of written and audio texts, and exhibit photos from 25 museums at home and abroad, the present study mainly explores several aspects. The findings are as follows. First, the reception of translated displaying texts shows that the awareness of overseas visitors should be maximized to bridge the gap between translated texts and the visitors. The influencing factors have been identified as global vs. local perspectives of the narration, interactivity of the texts, and

knowledge representation. Second, the translated texts focus on exclusively Chinese cultural memory, without a globalized framework of reference which hinders the overseas visitors from a good understanding. Third, the translated texts should be more visitors-centered, and their readability and accessibility of should be improved, especially for visitors from outside. Fourth, the tangible and intangible cultural heritage of Chinese civilization should be presented and interpreted more comprehensively and more detailed descriptions on the development of Chinese political institutions, schools of thought, literature and art should be given for the sake of effective communication with overseas visitors.

Weiyu Zhang (Nanyang Technological University) and Yin Ling Cheung (Nanyang Technological University)

Integrating Complexity Theory into ERPP Research

Abstract. Many studies have investigated the linguistic features and variations of research writing with the purpose to guide the teaching and learning of English for Research Publication Purposes (ERPP). A review of previous research has uncovered that existing studies typically adopt a discipline-based framework with the underlying assumption that discipline/sub-disciplines are intact discourse communities whose members essentially write in similar ways (Cortes, 2004; Hyland, 2008; Jiang & Hyland, 2018; Khedri, Heng & Ebrahimi, 2013; C. Kim & Crosthwaite, 2019). Guided by this assumption, these studies collect writing samples and categorize them by disciplines/sub-disciplines and compare target linguistic features among the categories. While these studies are valuable in identifying meaningful linguistic patterns and accounting for the factors that shape research writing, their use of pre-determined categories of sample may fall short in revealing variations within or transcend disciplinary/sub-disciplinary boundaries. Understanding such variation is important in today's research world where interdisciplinarity has become an inevitable trend. This trend does not only lead to the emergence of hybrid research fields, but also interdisciplinary cooperation between individual researchers and research teams. Considering the increasing interdisciplinary interaction, factors shaping the linguistic features of research articles may no longer be reducible to discipline/sub-discipline-based ones. Drawing on initial findings that have identified five different linguistic profiles in two disciplines of Biology and Medicine, this study proposes to integrate Complexity theory into the research of ERPP. In formed by Complexity theory, which emphasizes on the interconnections rather than simple cause-effect relationship, this paper argues that the linguistics features of research writing emerged from interdisciplinary interactions may be undetectable under the existing discipline-based framework. Future research may need to reconsider the unit of analysis and identify a collection of variables rather than simply discipline/sub-discipline.

(X-Z)

Xiao Tan (Arizona State University)

Engaging Multilingual Students in Multimodal Task-Based Writing: Insights from a First-Year Composition Course in the United States

Abstract. Recent years have witnessed an increasing number of studies on multimodal writing in the field of second language writing (see Yi, Shin, & Cimasko, 2020). However, we also see chasms between

theories and practices emerge. One of the most salient gaps was indicated in Shin and Cimasko's (2008) research on ESL students in a first-year composition (FYC) course. The study found that students tend to view non-linguistic modes as purely illustrative, which could be attributed to reductive instructions that predetermine goals, methods, and modes of composing. While such instructions might take the façade of multimodal pedagogy by encouraging students to add other modes in writing, they have actually perpetuated a false dichotomy between written and multimodal composition. To resolve the problem, Shipka (2005) proposed a multimodal task-based framework that is "geared toward increasing students' rhetorical, materials, and methodological flexibility by requiring them to determine the purpose and contexts of the work they produce" (pp. 285-286). Despite the great pedagogical potentials of the framework, it is unclear how multilingual/L2 students engage with a multimodal task-based project. Drawing upon Borup et al.'s (2020) Academic Communities of Engagement framework, the presentation will discuss how a multimodal task-based project could support the three dimensions of student engagement: behavioral, cognitive, and affective. The presentation is based on a six-week summer course for multilingual students in a US university. The course is divided into three parts to foster students' information literacy, rhetorical skills, and modal awareness. In the presentation, I will share with the audience how to integrate Shipka's framework, design meaningful multimodal assignments, deliver instructions, and manage course content. More importantly, I intent to demonstrate how those teaching practices have shown potentials of engaging students in an online environment. Based on the findings, I will provide implications for multimodal pedagogy in an Asian context.

Xiaoya Sun (National Institute of Education, Nanyang Technological University) and Yin Ling Cheung (National Institute of Education, Nanyang Technological University)

Discursive Construction of Ideological Overtones in Online News Headlines: A Critical Discourse Analysis

Abstract. The construction of media discourse involves the thoughtful selection and structuring of lexical items which often encapsulate attitudes, beliefs and values that could in turn shape the audience's anticipation and interpretation of the news event. For headlines in online newspapers, this capacity to carry ideological significance is particularly notable, as readers do not always proceed to complete the ensuing news item. While previous research has investigated the semantic-pragmatic function of headlines of providing pertinent information and appealing to the interest of target addressees, little attention has been directed to the active choices in their discursive construction and the underlying ideologies. In view of this gap, this presentation reports on a study exploring how news headlines linguistically construe and sustain prevailing values of the broader social system. Specifically, we took a Critical Discourse Analysis approach to explore the representation of China in a selection of 46 headlines on the country's COVID-19 preparedness and response which were published from late January to early July 2020 in the website of The Economist. The selection of headlines were subjected to surface structure decoding, which identified a distinct tripartite structure, semantic interpretation at word and phrase levels, which uncovered a range of rhetorical devices enhancing overall expressiveness, as well as syntactic analysis drawing on the systemic functional grammar model, which revealed relatively infrequent explicit value judgements in accordance with the press's purported impartiality and a largely unfavorable portrayal of China realized through deliberately chosen linguistic-stylistic means. Through unpacking the overtones encoded within the minute details of a news headline, this critical analysis has elucidated how otherwise neutral linguistic structures could be manipulated in media discourse to signal and perpetuate particular ideological stances. This study contributes to the practice of journalistic writing and discourse analysis for practitioners and researchers at various stages of their professional development.

Xiaoyun Wang (University of Alberta) and Xiaoting Li (University of Alberta)

Teachers' Head and Eyebrow Movements in Second Language Classrooms

Abstract. This paper examines an undocumented phenomenon: teachers' raising or furrowing of their eyebrows in second language classrooms. Previous studies have discussed eyebrow movements as facial signals (Ekman, 1979; Hömke, 2019) and the use of eyebrow raising and holding one's eyebrows together as a practice of initiating and pursuing a repair (Seo & Koshik, 2010; Floyd et al., 2016). This study explores how these eyebrow movements contribute to the upcoming students' response as well as to the larger classroom interaction. This study analyzes 6 hours of 12 Chinese second language classroom interactions between Mandarin native speaker teachers and adult learners of Mandarin from various native language backgrounds. We define eyebrow raising as the pulling of both inner and outer brows upward, and eyebrow furrowing as the pulling of the eyebrows closer together and lower (Ekman, Friesen & Hager, 2002). Combining conversation analysis, interactional linguistics, and multimodal analysis, an examination of the data shows that eyebrow raising or furrowing may occur after students' responses. When eyebrow raising or furrowing occurs after students' responses, they perform different functions as embodied actions without accompanying speech. Specifically, teachers hold their raised eyebrows when their display questions (e.g., "what's the title of this lesson", Long & Sato, 1983) receive incorrect answers. In this context, students treat eyebrow raising as other-initiated-repair signals that request self-corrections. Furthermore, teachers are also seen holding their eyebrows furrowed after student's problematic responses to referential questions (e.g., "what's your favorite food"). In this context, eyebrow furrowing shows that teachers orient to the interactional problem as a hearing problem. Subsequently, students tend to repeat their answers at a slower tempo as repair. These two distinct practices of eyebrow movements could be related to the opposed communicative functions of eyebrow raising and furrowing (Darwin, 1872; Ekman, 1993).

Xinna Zhang (Qingdao University of Science and Technology)

Research on the Co-Speech Gestures of English Lecturer Based on Multimodal Interaction Analysis

Abstract. Face-to-face communication between teacher and students is multimodal at its core. In this paper, the metadiscourse and co-speech gestures of an English lecturer are labeled, counted and analyzed. Data was transcribed and coded by frame-by-frame analysis of digital video in the annotation software ELAN 5.9. Through qualitative analysis and quantitative statistics, this paper focuses on the types and frequencies of gestures used by the English lecturer. Theoretically, metaphoric gestures are analyzed as expressions of Conceptual Metaphors. Taking Sigrid Norris' Multimodal Interaction Analysis as the theoretical framework, this paper analyzes the teaching activities of a lecturer in a college English class and discusses the college English teaching mode from three factors: cultural context, situational context and interactive discourse. Based on the theory from McNeil (2005) there were four types of gestures. This paper analyzes the proportion of these four types of gestures in the teaching video, among which the metaphorics accounted for the highest proportion (29.23%), beats (16.1%), deictics and iconics are both 15.25%. And it was found another type of gestures called indicates (24.15%) which is non-referential, as Zhong and Yuan (2014) mentioned in his paper. Three types of metaphors are used by the lecturer, among which the ontological metaphorics accounted for the highest proportion (82.6%), orientational metaphorics (11.59%) and temporal metaphorics (4.34%). When using gestures to separate opposite ideas, the lecturer builds a frame in which contradiction corresponds to Spatial opposition. And through the use of gestures, teachers can realize the transformation of foreground actions, which proves the interaction is fluid. The analysis of the multimodal metaphors used by the lecturer allows us to unravel the

87

strategies the lecturer used. Multimodal Interaction Analysis may help us to find the problems that are easily ignored in teaching mode.

Xinyue Xu (The University of Hong Kong)

Uncovering the Complexities of Interpreter-Mediated Dental Interactions

Abstract. This study aims to examine interactions in clinical consultations that are influenced by the movement of patient and provider populations, as driven by the forces of globalisation. Diasporic patents and healthcare professionals face challenges in adjusting to new healthcare systems, with communication being a central issue. Healthcare in Hong Kong is highly internationalised and provides a unique context for an in-depth study of cross- and intercultural clinician-patient interactions at the point of service. This study uses Conversation Analysis (CA) to investigate 27 video-recorded cases of multilingual clinical dental interactions involving spoken interpretation. Each case is defined by its multilingual (English, Cantonese) and triadic participant structure (dentist, dental surgery assistant (DSA), patient). English was adopted as the medium of communication by all consulting dentists and the DSAs enacted the role of spoken interpreter. The study expands upon previous studies to widen our understanding of interpreter-mediated clinical dentistry and unveils the significant role of DSAs in enhancing mutual understandings through a mediated approach to interpreting (particularly drawing on the DSA's epistemic brokering strategies). Multimodal perspectives are also adopted to demonstrate how participants ensure understanding with each other, and how the DSA-as-interpreter perceives and brokers information to facilitate the interaction. The analysis illustrates how mediated interpreting is formulated to support participants in achieving the collective goal of positive health outcomes. The findings of this study could potentially inform dentist and dental nurse/hygienist education, with the goal of enhancing clinical communication when working with linguistically and culturally diverse populations.

Yang Liu (Shanghai University) and Fan Fang (Shantou University)

The Struggle Between Monolingual Language Policy and Multilingual Practice and Identity: Stakeholders' Perspectives on the Use of and Attitudes Towards Translanguaging at a Chinese University

Abstract. With the multilingualism concept drawing increasing attention over the past two decades, the traditional monolingual ideology in language teaching has been challenged from a sociolinguistic perspective. The new paradigm in multilingualism has led to the innovative linguistic, multimodal, and trans-semiotic practices of translanguaging. This pedagogical tool values multilingual users' integrated use of their full linguistic resources and offers a new perspective on second language teaching and learning. By employing various research methods, including classroom observations, semi-structured interviews, and a questionnaire, this paper investigated university teachers' and students' use of and attitudes towards translanguaging in the Chinese context. The findings revealed the students' positive attitudes towards translanguaging practices. Although teachers have different attitudes and practices, most of them recognise the effectiveness of translanguaging as a pedagogical tool for content learning to explain language point, deepen understanding, create class rapport, and achieve better learning for students with lower English-language proficiency. Furthermore, resistance towards implementing translanguaging, including monolingual language policy and ideology, and the overuse of first language (L1) were discussed. This presentation concludes with some implications regarding English language teaching (ELT) and learning from a multilingual perspective, and it further argues the importance of broadening stakeholders' perceptions of ELT from a multilingual perspective.

88

Yanhua Liu (National Institute of Education, Nanyang Technological University), Ramona Tang (National Institute of Education, Nanyang Technological University) and Fei Victor Lim (National Institute of Education, Nanyang Technological University)

Expressing Attitude Through Language and Visual Features in Three Minute Thesis Presentations

Abstract. The field of LSP is increasingly seeing an interest in preparing learners to handle the demands of newly-emergent academic genres which may be hybrid, multimodal, and aimed at diversified audiences. One such genre is the Three Minute Thesis (3MT) (e.g., Carter-Thomas & Rowley-Jolivet, 2020; Hu & Liu, 2018), which challenges doctoral students to communicate their thesis research within 3 minutes, using a single slide, to a non-specialist audience comprising a judging panel, faculty, and graduate students from various academic disciplines. While existing studies have revealed some interesting macro linguistic and discursive features, there has been little done to address the ways in which language and the single slide might work together in this genre to inform and engage the audience. Through the lenses of metadiscourse and multimodality, this study examines how linguistic attitude markers used in the spoken presentation and visual features in the 3MT slide work together to engage and persuade the audience. Based on a corpus of 50 presentations by doctoral students of electrical and computer engineering, our analysis shows that the verbiage plays a key role in conveying affect in the genre, mainly through the use of assessment markers to convey positive or negative value judgements. Visuals convey affect through the use of colour choices and representations of human participants to express feelings and invoke a positive or negative emotional tone. Multimodally, language and visuals work together to express attitude and create intersemiotic resonance or "coupling" (Painter, Martin & Unsworth, 2012) in the presentation. The orchestration of language and visual choices in attitude markers and affect help the presenters to attitudinally align the audience to achieve the intended persuasion. Overall, our study contributes to understanding the multimodal interplay of language and visuals in 3MT as a novel genre and has methodological implications for metadiscourse research.

Yao Tong (Vrije Universiteit Amsterdam)

Gesture Forms and Literal Versus Metaphorical Motion

Abstract. As suggested by previous studies on literal motion events, speakers' online linguistic choice might encourage them to conceptualize manner more saliently or path more saliently, which can be reflected in how they gesture about manner and path (e.g., Kita et al., 2007). However, metaphorical motion has so far received less attention. This study examines to what extent the forms of gestures depicting metaphorical motion are similar to or different from those depicting literal motion using a corpus-analytical approach.

The corpus used comprises 268 minutes of 46 interviews in The Ellen DeGeneres Show, containing 44,240 words. The identified motion (facilitated by Wmatrix) were annotated as to whether highlighted by manner or path verbs and whether literal or metaphorical. Gesture forms were annotated in terms of (acting vs. tracing) gestures and (tense vs. lax) handshapes. The interactions between gesture forms, verb type, and metaphoricity were analyzed using statistical models (e.g., logistic regression).

Several major findings emerge from the initial analyses: 1) when used metaphorically, both manner and path verbs are more likely to co-occur with tracing gestures than with acting gestures; 2) literal and metaphorical motion when profiled by path verbs, both tend to involve tracing gestures rather than acting gestures; 3) when manner verbs are used literally, there is no difference between the distribution of co-

occurring acting and tracing gestures; 4) metaphorical motion tend to involve lax rather than tense gesture handshapes.

The general findings suggest that metaphorical motion may encourage speakers to form less detailed simulations compared with literal motion, as shown in the dominant use of tracing gestures (vs. acting gestures) and lax gestures handshapes (vs. tense handshapes). The potential reason could be that entities in metaphoric motion are often abstract and thus specific features of the moving agents (e.g., size, shape) are backgrounded.

Yi Hin Chan (Gallaudet University)

Translanguaging in Hong Kong Deaf Bilinguals: Translating Meanings from Written Chinese

Abstract. In recent years, research on translanguaging practices of Deaf people have shown their creative multimodal resources to communicate (Holmström & Schönström, 2017; Kusters, 2017; Moriarty Harrelson, 2017). These findings have much to enlighten disciplines like sociolinguistics and bilingual education, and equally important, for government policy makers who make decisions that impact Deaf people's lives. The languages used by the Deaf communities has historically been marginalized. Hong Kong Sign Language (HKSL) has not been used in any formal setting until recently. It can be considered a 'language of limited diffusion' (Johnston & Napier, 2010), meaning that HKSL has not developed a specialized vocabulary in some professional domains. Recently, Deaf Hong-Kongers have been demanding more public access in HKSL and legislative recognition of the status of HKSL. Their efforts are undermined by the perspectives of some government officials, who think "...before Hong Kong comes up with a common form of sign language, it is premature at this stage to make sign language an official language". (Legislative Council, HKSAR, 2017). This ongoing study responds to this real world problem. It examines the translanguaging practices of ten Deaf bilinguals who were tasked with translating written Chinese passages. Despite the absence of one-to-one equivalence between concepts presented in written Chinese and HKSL, Deaf translators exhibit dynamic translanguaging practices. Examples include rapid switching between and even simultaneous use of mouthing, writing, signing, loaned Chinese, tracing Chinese characters in the air, fingerspelling and borrowing signs from other signed languages. These multimodal resources sometimes occur within the same noun phrase. Preliminary findings echo Major, Napier, Ferrara and Johnston's (2012) research that shows Deaf people's ability to communicate even when vocabulary size is modest. It also challenges the authority's view that a standardized lexicon in HKSL must be developed before equal access can become a true reality.

Yubin Xing (University of Saskatchewan), Yinlin Qin (University of Saskatchewan) and Zhi Li (University of Saskatchewan)

Exploring Visual-Text Relationships in the Research Papers Published in the Field of Applied Linguistics

Abstract. Visuals like tables and figures play important roles in presenting information about research design and findings in academic writing. This multimodal feature of academic writing has attracted some attention in the area of English for academic purposes (EAP) research and practice, as evidenced by the popularity of graph-based writing tasks. Nevertheless, visual-text relationships in academic writing are still under-researched. To fill in this gap, this study took a genre analytical approach to investigating these relationships in 36 empirical research articles collected from three prestigious journals in applied

linguistics. We labeled 302 visuals with a modified taxonomy of 20 visual types based on Schriger et al. (2006). Visual-related texts were extracted to form a specialized corpus with 31,387 running words. We adapted the move structure proposed in Nordrum and Eriksson (2018), which includes 12 rhetorical functions in 3 general categories, namely Background information, Presentation of visuals, and Comment on visual information. The corpus was annotated for both visual types and rhetorical functions using UAM CorpusTool 3.3. In our dataset, the most frequently used visuals include tables of descriptive statistics, tables of inferential statistics, line graphs, bar graphs, and tables of qualitative examples. Among 1034 rhetorical function cases, the most commonly used ones are presenting visuals with a summary, interpreting results, presenting visuals with explanation or interpretation, providing information about study procedures or methods, and substantiating visual content. Noticeable differences in the configuration of rhetorical functions are identified across different visuals. For example, chi-square test results indicate that line graphs and bar graphs differ significantly in the proportion of the texts fulfilling visual presentation functions and visual commenting functions. The findings can inform EAP practitioners about visual-specific visual-text relationships and help students develop genre awareness regarding writing about visuals in academic genres.

Yumi Matsumoto (University of Pennsylvania), Eunsun Lee (University of Pennsylvania), Mami Oyamada (University of Pennsylvania) and Jay Jo Lee (University of Pennsylvania)

Virtual Place-Making in English Language Programs: Does Using Multimodal Resources Contribute to Building a Sense of Learning Community?

Abstract. This study examines how using multimodal resources (e.g., images, video, written posts) in online spaces can contribute to a sense of place-making in English language programs (ELP) at a U.S. university at a time when all program activities moved online because of Covid-19. Drawing on an understanding of space and/or place as dynamic, discursive, and emerging (e.g., Higgins, 2017; Massey, 1994), we frame our study within online linguistic landscapes (LL) research (e.g., Kallen, Dhonnacha & Wade, 2020), conceptualizing virtual spaces like social media as unique, complex, and fluid LL. We incorporate ethnographic methods, thus conducting a digital ethnographic linguistic landscape analysis (Maly & Blommaert, 2019). Major data for analysis include Instagram posts created by ELP activity coordinators during two semesters (Fall 2020 and Spring 2021) along with content on the ELP website. To interpret online LLs from emic perspectives, we participate in ELP online activities and conduct semis-tructured interviews with ELP coordinators and students to understand what they are doing and achieving through the activities—including building relationships and a sense of community. In particular, we analyze the semiotic process in which the ELP coordinators interact with students and invite their participation through virtual platforms. Initial analyses suggest that interactional practices and students' online experiences might create a sense of belonging to ELP and a sense of community for learning even without a shared physical place. This study provides research implications for how LL research can be reimagined in a virtual space as digital LL, blurring the boundaries of physical and virtual spaces and underscoring the intricate semiotic linkage between online and physical spaces (Blommaert & Maly, 2019). Furthermore, by applying LL in educational contexts (see "schoolscapes," Gorter, 2018), the study offers implications for how academic programs like ELP can construct spaces for learning virtually by employing multimodal resources online.

Zhe Wang (Xi'an International Studies University) and Zhanhao Jiang (Xi'an International Studies University)

Co-Speech Gestures as IFIDs in Chinese Kindergarten Classroom

Abstract. Flanders' Interaction Analysis Categories (FIAC) is the most classic system for investigating classroom behaviors. His classification of teacher talk (e.g., questions, praises or encourages, lecturing, criticizing or justifying authority, etc.) resonates with speech act theory whose major topic is to examine the illocutionary forces of the illocutionary acts. Searle (1969proposed the term "illocutionary force indicating devices (IFIDs)" (Searle, 1969, p.36) to cover a variety of verbal or nonverbal means of displaying certain illocutionary force. Apart from verbal performative indicators, co-speech hand gestures also have the function of indicating "a move or speech act a speaker is engaging in" (Kendon, 2004, p. 225). Therefore, the present research intends to answer the following questions: (1) What types of talk and their corresponding speech acts (i.e., illocutionary acts) do the kindergarten teachers produce? (2) What are the verbal and gestural IFIDs (i.e., performative gestures) that indicate the illocutionary forces of the speech acts? (3) Are there any distinguished features of the alignment between verbal and gestural IFIDs? (4) How do gestural IFIDs contribute to the illocutionary forces performed by the kindergarten teachers? To answer the questions above, a Classroom Gesture Corpus of Chinese Kindergarten Teachers is built on ELAN, which contains around five hours of the teaching process from five Chinese kindergarten teachers. Four tiers are annotated: teachers' speech, illocutionary forces, verbal IFIDs (cf. Wu, 2015), and gestural IFIDs (cf. Kendon, 1995, 2004). By operating the "Parent Tier" function in ELAN, co-occurring patterns of the two modes of IFIDs are observed, and the frequency data of the patterns are obtained. Distinguished features of the patterns are further explained with specific examples extracted from the corpus. It is expected to prove that kindergarten teachers' hand gestures reinforce the illocutionary forces and enhance the understanding of teachers' intentions among children.

Zhen Xu (North Western Polytechnical University) and Yi Zhang

An Analysis of Interpersonal Meaning of Modal Verbs in Abstracts from Scientific Papers: A Case Study of Progress in Aerospace Sciences.

Abstract. The aims of this study are to explore the distribution features of modal verbs in the abstracts from scientific papers, analyze the reasons for those features and figure out the role modal verbs play in achieving interpersonal meaning. The study has selected 60 abstracts randomly from Progress in Aerospace Sciences published from 2015 to 2019 as research samples. It combines Halliday's value of modality with Biber et al.'s two classifications to process modal verbs. The instruments adopted in this research are AntConc 3.2.4, manual sorting and SPSS Statistics 21. Based on the results, the study finds that the distribution features of modal verbs in 60 abstracts are: firstly, the overall frequency of modal verbs is 0.509%; secondly, in all the modal verbs, the order from the highest frequency to the lowest is can (40.7%), may (22.0%), will (13.6%), could (8.5%), would (5.1%), might (3.4%), must (3.4%), shall (1.7%) and should (1.7%); thirdly, low-value modal verbs are the most frequently distributed (74.6%), median-value modal verbs the second (22.0%) and high-value modal verbs the least (3.4%). Besides, the reasons for those features are: firstly, the achievement of interpersonal meaning relies on value of modality; secondly, writers attempt to achieve different degrees of interpersonal meaning by using different value of modality; thirdly, when the value of modality is lower, a better degree of interpersonal meaning can be achieved. Furthermore, in terms of interpersonal meaning, the study finds that high-value modal verbs achieve tough interpersonal meaning, median-value modal verbs achieve comfortable interpersonal meaning, and low-value modal verbs achieve harmonious interpersonal meaning. The significance of this research lies in providing suggestions for students majoring in Astronautics, or even

Science and Engineering, on how to make their academic ideas more acceptable, as well as teachers to improve their teaching on thesis writing.

Zhuohan Hou (Nanyang Technological University) and Vahid Aryadoust (Nanyang Technological University)

Insufficiency in Statistical Practices of Mobile Assisted Language Learning Research: Basic Problems and Suggestions

Abstract. As a significant part of the methodology in academic research, statistical analysis plays an integral role in researching findings. The appropriacy of statistical analysis applications and interpretations is essential to the reliability and precision of results. The present research built on the increasing awareness of the statistical practices in quantitative mobile assisted language learning (MALL) research and systematically reviewed the methodological quality of MALL research. Taking advantage of its mobility, MALL provides language learners with a great variety of affordances to have easy access to learning material in various presentation modes such as pictures, audios, videos, etc. Researchers have been exploring the positive and facilitating effect of MALL in the past decades. Accordingly, it is necessary to review the statistical practices in MALL research to enhance the present findings and provide more evidence to support their effectiveness. Using data from 41 journals indexed in Scopus, 77 quantitative MALL research focusing on the study of English as a foreign language or second language were included in the present review. Firstly, the statistical techniques used for data analysis in MALL research reviewed were identified. Next, their results' reporting and interpretation were further reviewed and analyzed. Results showed a dominant application of the family of the General Linear Model (GLM). However, the report and interpretation of the results found in the applied GLM were insufficient as indicated by the reliance on the interpretation of null hypothesis significance testing, the overlooking of the report of practical significance. We discuss this insufficiency and provide suggestions and implications for future research.

Poster sessions (By First Names of First Authors)

Erica Friedman (Colgate University), Caroline Kaicher (Colgate University), Leo Shiner (Colgate University), Spencer Kelly (Colgate University) and Yukari Hirata (Colgate University)

Effects of Audio-Visual Training and Left-Hand Prosodic Tracing on Perception in Second Language Learning

Abstract. Mastering Japanese pitch accent is crucial for second language (L2) learners to effectively communicate with native speakers. Pitch accent in Japanese is phonemic, e.g., /kami/ means 'god' with a high-low (HL) pitch pattern, while it means 'hair' with a LH pitch pattern. This distinction is difficult for native English speakers to acquire. Previous research has shown that explicit training of Japanese pitch accent can significantly improve perception and production for L2 learners (Hirano-Cook, 2011), and that audio-visual training boosts L2 phonemic distinctions compared to audio-only training (Motohashi-Saigo & Hardison, 2009). Pitch accent is realized in changes of fundamental frequencies, which are a prosodic dimension of speech. Given that right-hemisphere language homologues process prosody (Zatorre & Samson, 1991), we hypothesized that contra-lateral left-hand tracing of pitch patterns would assist learning (Schlaug et al., 2009) The present study investigates the efficacy of audio-visual training on pitch accent perception using a romanized written notation that spatially indicates pitch accent. Japanese-naïve native English speakers will each receive between-groups training with spoken L2 words in carrier sentences. Group 1 will receive training with audio-visual stimuli in which pitch patterns are represented by their vertical position on a computer screen (low vs high), while participants trace the pitch accent pattern in the air with their left hand. Group 2 will receive the same training as Group 1 but with no left hand tracing, and Group 3 will receive training with no spatial indication of pitch accent. Pre- and post-tests will evaluate participants' perceptual improvement. We predict that Group 1 will improve most in pitch accent perception, followed by Group 2. We expect the priming of the right-hemispheric prosodic network to facilitate pitch accent perception, effectively building upon the already beneficial nature of the multimodal input provided by audio-visual training.

Jingyi He (City University of Hong Kong) and Simon Harrison (City University of Hong Kong)

Corpus-Based Exploration of Interactional Competence in Pre-Sessional Courses: A Gesture Study of Interactional Language Functions in L2 Group Interaction

Abstract. This paper reports a multimodal corpus study exploring what kinds of interactional competence (IC) students are demonstrating in pre-sessional courses, focusing on authentic L2 group interaction and analyzing the role of gestures in relation to interactional language functions (ILFs). Interactional competence in such groups is known to comprise various skills, such as turn management, topic management, non-verbal behavior and gestures, and negotiation of breakdown (Galaczi & Taylor, 2018; Nakatsuhara, May, Lam, & Galaczi, 2018), as well as the use of ILFs (He & Dai, 2006). With the goal of better understanding the role of gesture in ILFs, video recordings of L2 group interaction during pre-sessional courses will be extracted and analyzed from the Multimodal Corpus of Academic Spoken and Written English collected at a British university in China (MuCAWSE; Stevens, Chen, & Harrison, 2020). In this sub-corpus, Chinese students with equivalent language proficiency are trained in English for Academic Purposes and provided chances to practice different academic activities, including a range of group discussion tasks, in which we know that gestures play an important role in negotiating meaning and interaction (Smotrova, 2014; Mori & Hayashi, 2006; Harrison et al., 2018). Based on the extracted pre-sessional data imported to ELAN, the study will first transcribe spoken language (Chen & Zhou,

2017) and identify the ILFs following categories by He & Dai (2006). Each annotation for ILFs will then be analyzed using the linguistic annotation system for gesture (Bressem, Ladewig & Müller, 2013). The subsequent data can finally be examined to find out (a) the distribution of ILFs and gestures across the paired interactions, and (b) to understand the relationship between ILFs and gestures in L2 group interaction. The findings will help to discuss whether and how group interactions are stimulating interactional competence, which should be relevant to future pre-sessional course teaching.

Kerry Pusey (University of Pennsylvania)

Keying and Resolving Trouble: Smiles and Other Facial Expressions as Resources for Action in the L2 Classroom

Abstract. Increasing attention among language researchers has been given to the embodied practices (e.g., gesture, gaze, facial expressions) that constitute the actual doing of teaching (Hall & Looney, 2019). Working within this area, researchers have investigated the function of student and teacher smiles as a resource for action (Sert & Jacknick, 2015) and have identified several functions of smiles, including the negotiation of epistemic stance, the management of interactional trouble, and the display of alignment (Matsumoto, 2018; Petitjean & González-Martínez, 2015). However, while smiles in particular have been the focus of a number of studies, other facial expressions have received less explicit attention (but see Jakonen & Evnitskaya, 2020). A better understanding of the roles played by smiles and other facial expressions in the L2 classroom, including their temporal interaction, can help illuminate our understanding of the "embodied work of teaching" (Hall & Looney, 2019) and "classroom interactional competence" (Walsh, 2006, 2011). Drawing on video data from a beginner-level ESL grammar class in the United States (CEAPP, 2014), this study uses multimodal conversation analysis (CA) to investigate how one instructor's smiles and other facial expressions are designed and sequentially organized in relation to local interactional contexts. The analysis shows how dynamic and contingent deployment of smiling and non-smiling facial expressions, combined with other embodied and material resources, allow the instructor to carry out specific pedagogical practices and manage interactional trouble, while simultaneously indexing a positive affective stance. By considering the keying (Goffman, 1974) functions that facial expressions perform, it is argued that these embodied practices may be particularly beneficial for learners with emergent English language repertoires, as they make visible the teacher's intended projects, and thus broaden the scope for meaning-making. Based on findings from the analysis, some implications for L2 pedagogy are suggested.

Lujuan Shi (City University of Hong Kong) and Simon Harrison (City University of Hong Kong)

LRE Analysis from a Dynamic View: Multimodal Negotiation and Resolution of Communication Breakdowns During a Peer Explanation Task

Abstract. In Second Language Acquisition (SLA) classroom settings, pair work or group work activities are often used by ESL teachers to facilitate students' language development and interactional skills. During collaborative interaction, language-related episodes (LREs) can be seen as breakdowns requiring learners to discuss with each other focusing on lexical or grammatical aspects of their language use to resolve the LRE. Within this process, group members benefit from each other's contribution and their subsequent speech can reflect uptake and learning (Swain & Lapkin, 1998; Ohta, 2001; Swain et al., 2002; Leeser, 2004). Previous studies have covered different aspects of LREs, such as its type, forming, and resolving process. However, recent research points to the need to reconsider the resolution stage and

95

outcome of LREs. While researchers have previously divided the outcome of LREs into three kinds: resolved correctly, unresolved, or resolved incorrectly (Leeser, 2004), Harrison and Stutzman (2020) noticed the shortcoming of this classification. By attending to the embodied and environmental embedding of students' language use, they found that the outcomes of LREs may occur at different times and levels for various members in the same group, indicating that the resolution of LREs was not categorical but distributed and dynamic. To better understand the resolution and outcomes of collaborative interaction, as well as the embodied and environmental embedding of these episodes, the current study analyzes a sub-corpus of LREs during an explanation task among undergraduate students in China, taking into account gesture and focusing on the resolution stage. The spoken language will be transcribed (Chen & Zhou, 2017) and the related gesture will be analyzed with the linguistic annotation system for gestures (Bressem, Ladewig & Müller, 2013). The goal is to develop a dynamic view of the outcome of LREs during L2 group interaction.

Min-Seok Choi (The Ohio State University)

Opportunities to Learn Through Collaborative Imagining: Instructors' Involvement Strategies in Professional Discourse

Abstract. This case study considers architectural desk crit, or one-to-one instructional conversations in design fields, examining how instructors' involvement strategies (Tannen, 2007) could create opportunities to learn academic, professional discourse (Rex, 2006). Desk Critique has been a powerful pedagogy to enable newcomers to understand culturally appropriate ways of speaking, doing, and being in the design field. However, little is known about how international students who speak English as a second language (L2) learn to develop their disciplinary communicative competence in and through the interaction with instructors during desk crit. As part of a semester-long ethnographic study of a college landscape architecture program's sophomore studio in the U.S., the present study focuses on a series of desk crits between a Chinese international student (Jin) and her instructor (Mr. J). The data include fieldnotes, video-recordings, interviews, video-playbacks, class materials, and grades with written feedback. Close analyses of participants' multimodal talk-in-interaction (Goodwin, 2018) in desk crits showed that Mr. J employed collaborative imagining (Murphy, 2004) to engage Jin in using professional discourse through juxtaposing a narrative of a designer and a narrative of imagined people in the designed space. To hold Jin accountable as a designer, Ms. J engaged Jin in creating the narrative of a designer through constructed dialogue. He further pushed Jin for details and images of the possible experiences of imagined people in the designed space. Throughout the course, Jin started juxtaposing two narratives and reflecting Mr. J's stance toward the relationship between the two narratives in her presentation. She also demonstrated her increasing communicative competence in professional discourse with a greater use of graphic representations (drawings, models, and gestures) over time. This study demonstrates how collaborative imagining affords opportunities for international students to develop professional discourse in the design field.

Xiaofang Yao (University of Melbourne)

Translanguaging on Public Signs: The Linguistic Landscape of Melbourne

Abstract. This study addresses translanguaging on public signs from a linguistic landscape perspective. As an emerging field of study, linguistic landscape research offers an innovative approach to the analysis of Language for Specific Purposes and multimodal communication by focusing on the relationship

96

between language and space. Previous studies of linguistic landscapes have been based on a multilingualism paradigm that views languages as definable and enumerable units. To problematise this fixed view of languages and promote the recognition of the fluidity and fragmentation of language practices, this study adopts translanguaging theory (Li , 2018) to examine co-occurrences of different linguistic forms and semiotic modalities in the public space. Drawing on photographic data of signs and interviews with sign makers in Melbourne city, the study investigates flexible and dynamic uses of languages, language varieties and semiotic resources, with a specific focus on the creative and subversive forms of Chinese characters (Li & Zhu, 2019) in the linguistic landscape. Findings suggest that people employ translanguaging practices to communicate complex meanings and achieve specific commercial purposes; public signs are created and interpreted with consideration of the physical space where they are embedded in. This study advances our understanding of language and space as part of the broader set of semiotic materials for meaning making. It makes a theoretical contribution to linguistic landscape research by using translanguaging as practical theory for capturing linguistic hybridity in a globalised city.