

Abstract #755

A Comparison Between L2 Learners' Conceptions of Their Vocabulary Network and Visualized Representations obtained from a Directional Statistics Model

Aotani, Noriko; *Tokai Gakuen University*

Fraser, Simon; *Hiroshima University*

Koga, Yuya; *Graduate School of Education, Waseda University*

Shojima, Kojiro; *The National Center for University Entrance Examinations*

Sugino, Naoki; *Ritsumeikan University*

In order to gain a better understanding of L2 learners' vocabulary acquisition, one of the most intriguing questions to be addressed is how a learner expands word meanings in relation to other words. It has been proposed that new L2 words are interwoven with other previously learned L2 words to form a cobweb-like network structure. Although this cobweb metaphor of vocabulary knowledge is intuitively easy to understand, to our knowledge the network nature of a learner's lexical knowledge has yet to be empirically demonstrated. In their previous studies, the presenters have applied recent developments in statistics and graph theory, namely, AMISESCAL (Asymmetric von Mises Scaling; Shojima, 2011, 2012), and Gephi (Bastian et al., 2009) in attempting to explicate and visualize the network properties of the mental lexicon. By employing free association and similarity judgement tasks to collect data from Japanese EFL learners, these preliminary studies have clearly indicated the network nature of learners' developing lexical knowledge. On the other hand, individual learners can be considered as having their own strategies for vocabulary learning (VLS), and will have developed unique ways of representing the interrelatedness of vocabulary items. This use of VLS can be regarded as a conscious process, with the resulting network representing an individual learner's conception of how their lexical knowledge might be structured. The present study investigates the gap between a learner's "conscious" vocabulary network and the visualized network representation obtained from the analysis by AMISESCAL. The results have educational implications regarding the use of visual feedback to help learners understand the organization of their vocabulary network.

Keywords: Asymmetric von Mises Scaling, Mental Lexicon, Visualized Network Representation, VLS

Abstract #700

Examining the Teaching of Vocabulary: Teacher's Implementation of the STELLAR Programme

Chng, Denise; *Nanyang Technological University*

In Singapore, the Strategies for English Language Learning and Reading (STELLAR) programme is the nation-wide English curriculum for all primary schools. This means that STELLAR provides the materials, guidelines and curriculum objectives for the teachers to follow. This study aims to examine how teachers use the STELLAR programme for the vocabulary instruction in two Singapore primary schools. The Concerns-Based Adoption Model (CBAM) will be used to examine this curriculum use and the extent of implementation fidelity. Lesson observations, interviews and artifact analysis will be used to verify the data collected with the CBAM tools.

Curriculum materials are seldom implemented as planned (Durlak & DuPre, 2008). It is adapted by teachers for various reasons, such as, not understanding the curriculum or not meeting the needs of

27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

the diverse population of students. As a result, findings have shown that teachers tend to deviate from curriculum resources and create their own materials.

Hence, even if academic outcomes have improved, the outcomes may not be a direct result of the innovation (i.e., STELLAR programme). Thus, the fidelity of implementation needs to be examined to know whether the STELLAR programme has achieved its outcomes. Areas of improvement in the intervention can also be sieved out to find ways to support teachers in their understanding and implementation of STELLAR in the new millennium.

Shulman (1990) argues that curriculum and teaching are opposites; curriculum is rigid and organized while teaching is interactive and unstructured. Thus, using findings from the study, adaptive and flexible components are posited to be weaved into the next iteration of the programme, in order for it to meet the learning needs of both the teachers and students.

Keywords: National literacy programme, Implementation fidelity, Concerns-Based Adoption Model (CBAM)

Abstract #950

A corpus-based study of the use of figurative language in oncology nursing specialty

Chow, Mei Yung Vanliza; Open University of Hong Kong

It has been well-documented that metaphors are pervasive in different domains in our daily lives (Lakoff & Johnson 1980 & 2003). Much research has also been done to explore the ways figurative language help to construct knowledge in different fields (Boers & Demecheleer, 1997; Charteris-Black, 2000; White, 2003). In this respect, a corpus-based study was conducted, in an attempt to investigate the use of figurative language in research articles to construct knowledge of the oncology nursing specialty. To achieve this aim, research articles from two oncology nursing journals between 2010 and 2016 were downloaded. Overall, the common metaphors utilized to describe treatments provided in this nursing specialty include the SOURCE-PATH-GOAL metaphor, WAR metaphor, CYCLE metaphor, SIGHT metaphor, PATIENTS AS CONSUMERS metaphor and LINE metaphor. Furthermore, in order to explore to what extent L2 nursing students and practitioners in Hong Kong understand the figurative language they come across in research articles about this specialty, a survey was conducted. In this survey, the participants were invited to explain the meaning of an underlined phrase in each of the twenty extracts taken from research articles about the oncology nursing specialty. Among these phrases, twelve of them were used figuratively. Their explanations of these phrases would help to investigate the difficulties L2 English learners and practitioners of this field (i.e. nursing students and nurse practitioners in Hong Kong) may encounter when they try to understand the figurative language used in research articles about this field. In so doing, it is hoped that the results would inform applied linguists, practitioners and ESP learners in the nursing field, i.e. to help enhancing the subject-specific competence (Hyland, 2002) of L2 learners and practitioners in the nursing field in Hong Kong.

Keywords: Corpus linguistics, metaphor, figurative language, oncology nursing specialty, research articles, ESP learners, subject-specific competence

Abstract #611

Vocabulary knowledge and oral ability: exploring multiple theories and potential relationships

Clenton, Jon; *Hiroshima University*

Clingwall, Dion; *Hiroshima University*

Fraser, Simon; *Hiroshima University*

This paper reports an investigation of potential relationships between second language (L2) oral ability, vocabulary knowledge, and the extent to which these relate according to various descriptors. Motivation stems from three related strands which suggest that: (i) Vocabulary is the most important linguistic component of proficiency at different levels; (ii) little is known about variation across proficiencies; and, (iii) while there have been recent developments within this rapidly emerging field, no one study has explored variables together.

We assess 50 Japanese first language subjects (second language English), divided into two proficiency groups (lower and higher). Our subjects take a variety of tests, including dialogic and monologic speaking tasks (Tavakoli, 2016; DeJong 2016), and a variety of vocabulary measures (Uchihara, Saito, Clenton, 2016).

We explore individual and general variance amongst our L2 subject population, and consider the relative weight of our variables. We investigate the extent to which vocabulary is a covariate oral ability across the two L2 proficiency groups. Findings from our analyses suggest that at all stages of L2 development a greater focus on vocabulary in the second language classroom is important. We discuss these findings in terms of multiple theories of second language speaking development, lexical development, in addition to potential relationships between oral ability and vocabulary knowledge.

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Keywords: Vocabulary Knowledge, Oral Ability, Exploring, Multiple Theories, Potential Relationships

Abstract #973

A proposal of methodology for teaching Japanese onomatopoeic expressions based on the sound symbolic theory.

Hamamoto, Hideki; *Kindai University*

This presentation describes a methodological development in teaching Japanese onomatopoeic expressions effectively using the sound symbolic theory. Japanese onomatopoeia can be: (i) sound imitating ones: “goro-goro” (thunder rumbling), (ii) expressions describing conditions or movements: “buka-buka no zubon” (baggy pants), (iii) those to describe feelings: “iso-iso suru”(to feel joyously). For Japanese speakers, these expressions are so common that they are taken for granted. However, for the learners of Japanese as a foreign language, these onomatopoeic expressions become a stumbling block. Without the proper knowledge, the learners would be unable to express themselves for daily matters. Research in the sound symbolism of Japanese mimetics has clarified that the linkages between forms and concepts of the onomatopoeia are not completely arbitrary but, to a certain extent, regulated by the rules. Below are some examples of the rules. Japanese onomatopoeia can be analyzed as (i) CV, (ii) CVCV. (1) Vowels’ features of [+back] or [–back] may work as a factor to decide the strength or size of an impact, which can be illustrated by: “fusen ga pan to wareta” (a balloon exploded with a big sound) and “hige wo pin to nobasu” (to straighten one’s mustache a little). (2) The selection of [+voice] or [–voice] of obstruents such as [p]/[b], [t]/[d], [k]/[g] can influence the possible interpretation of the size or strength: “suiteki ga pota-pota ochiru”(small drops of water falling), “suitekiga bota-bota ochiru” (rather big drops of water falling). We can observe that those with [+voice] tend to report a stronger or bigger impact. (3) The choice of [+voice] consonants is associated with a bad connotation: “shittori shita hada”(moist skin), “jittori ase wo kaku”(to be soaked with sweat). The experiments I conducted show that by learning combinations of the rules, the learners can grasp the meanings of Japanese onomatopoeia.

Keywords: Onomatopoeia, Sound Symbolism, Phonetic Features, Japanese as a Foreign Language

Abstract #707

The implementation of writing lessons in the STELLAR programme: Exploring the impact of teachers’ concerns

Ismadi, Nurafiqah; *Nanyang Technology University*

One of the challenges Singapore faces in having such an ethnically-diverse population of students is establishing an education system that is able to cater to the needs of these individuals (Pang, Lim, Choe, Peters & Chua, 2015). The Strategies for English Language Learning And Reading (STELLAR) programme was officially introduced in 2010 as a national literacy curriculum for this purpose. While teachers tended to support programmes they believed would be beneficial for their students (Datnow, 2000), they found it difficult to implement new initiatives like the STELLAR programme as intended by the developers because of the existing educational structure in Singapore (Silver, 2011).

This study, thus, aims to explore teachers’ current implementation of writing using the STELLAR programme and how their concerns about implementing STELLAR may have affected the fidelity of their implementation. Teachers from two local schools were observed for two weeks as they

27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

conducted their English Language lessons using STELLAR; artifact analysis and questionnaires with these teachers supplemented the data from the classroom observations. The research draws on Stages of Concern (SoC) and Innovations Configurations (IC) from the Concepts-Based Adoption Model (CBAM) to examine how teachers' concerns of the programme translate to their implementation of it.

Findings from the research saw most teachers adapting and improvising the curriculum materials with additional resources that were both individually-selected and school-provided, due to reasons such as a lack of time and insufficient guidance within the programme. A greater understanding on the extent of the modification teachers have made to the programme and the reasons behind these modifications would enable curriculum developers to devise more flexible and adaptable materials that are able to better support the teachers in their practice.

Keywords: Concepts-Based Adoption Model (CBAM), National Literacy Programme, Implementation Fidelity

Abstract #959

A research agenda for ethnic minority learners with oral culture acquiring English as a third language in Vietnam

Le, Nhu Thuy; *La Trobe University*

Most SLA research has been carried out with literate-learners. There has been little empirical investigation into the learning progress of low-literate and non-literate third language learners even though such groups often have a lower L3 English performance compared with monolingual learners of L2 English. So, one question that needs to be asked is whether either non-literate or literate bilinguals have the same experience as monolinguals when they learn an additional (literate) language. This paper investigates how extensively the (lack of) L1 literacy influences the development additional languages in relation to the education situation of ethnic minority learners in Vietnam whose first language is oral and who are faced with acquiring literate forms of both L2 Vietnamese (language of instruction) and L3 English at school.

There are three theoretical frameworks that address different aspects of this issue. Cummins (1984) explains that the L2 development is dependent on the level of competence that has already been established in the L1. Tarone et al. (2009) confirm that lack of native language literacy impedes both the development of L2 literacy and the acquisition of oral skills in L2. Differently, Hornberger (2003) with her "Continua of biliteracy" provides a comprehensive framework to analyse relationships between literacy and language. However, these theories do not explicitly address the case of ethnic minority learners who do not have a writing system in their L1 in relation third language acquisition (TLA). Based on a review of literature, I proposed two competing models of language relationships in TLA. The first model argues that TLA is affected by the outcomes of bilingualism in which the L2 plays a mediating role. The second model sees a lack of L1 literacy directly impacting L3 literacy and oracy without L2 as a mediator. I outline a strategy to investigate the validity of these models.

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27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

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Keywords: Literacy, Ethnic Minority Learners, Bilingualism, Third Language Acquisition, English Learning

Abstract #660

The Language of Mathematics Teaching: A Linguistic and Multimodal Analysis of Trainee Teachers' Discourse

Lin, Siyue; *National Institute of Education*

Tang, Ramona; *National Institute of Education*

The discourse of Mathematics is built around an interplay of technical mathematical terminologies, expressions describing mathematical operations or processes, mathematical symbols, and diagrams. Mastery of the discourse of this discipline, known as disciplinary literacy, is central to the work of both mathematicians and Mathematics teachers. However, while both groups need specialist mathematical content knowledge and the ability to use mathematical discourse in appropriate ways, Mathematics teachers must, in addition to this, also possess the ability to make mathematical knowledge accessible to their students. Mathematics teachers need an awareness of how the language used in their classroom instruction can promote accurate understandings of mathematical concepts and model appropriate use of the technical and multi-semiotic aspects of the mathematical register.

In this presentation, we report on a study that we conducted to investigate the emerging disciplinary literacy of a group of Mathematics student-teachers studying in the National Institute of Education, Singapore. Drawing on video data featuring student-teachers conducting short simulated lessons on Secondary School mathematical concepts as part of their teaching methodology class, we analysed the discourse of the student-teachers for potentially salient ways in which their disciplinary literacy was or was not being demonstrated. Three areas were identified as fruitful avenues for analysing the student-teachers' disciplinary literacy: (1) the degree of technicality exhibited by student-teachers in their classroom talk, (2) the ability to contextualise abstract mathematical concepts through examples and references to their learners' prior knowledge, and (3) the relationship between what is said by the student-teacher and what he or she writes on the board. The mathematical discourse of the student-teachers and the possible impact of their language use on their students' mathematical understanding will be discussed. The findings ultimately suggest the need for a stronger focus on language awareness as part of the disciplinary training of Mathematics student-teachers.

Keywords: Disciplinary Literacy, Discourse Analysis, Mathematical Register, Mathematical Language, Mathematics Teacher Education, Teacher Education

Abstract #809

Weaving Learning Opportunities: Changing Teacher Roles in Blended Learning

Oguri, Seiko; *Chubu University*

Allen, D. Patrick; *Chubu University*

Kato, Tetsuo; *Chubu University*

A common misconception many Japanese students have of language is that it is a subject of study instead of a skill to be acquired. Thus, one of the challenges for EFL teachers is teaching students to not only study English, but to also practice it. Toward this end, e-learning support can be used as a means of creating input and facilitating intake, as well as a medium through which students can practice. However, merely choosing the materials and providing them to students does not necessarily lead to outcome improvements. Rather, teachers must also adjust materials well enough that practices, both online and offline, are well interwoven. This presentation will discuss the effectiveness of a blended learning model which utilizes technology to enhance intake through a cycle of input and practice, both inside and outside of class. The focus of the study is on the way in which materials in the course are selected and adapted, and how these changes impact both teacher roles and student outcomes. This is primarily achieved through the use of two online tools: Brix, a ready-made speaking tool which offers listening, pronunciation and speaking practice, and Glexa, an online material creation and distribution platform. Brix is used in the course to provide training opportunities and build student confidence. This support helps build and reinforce skills necessary for students to successfully produce more communicative language in-class. On the other hand, Glexa allows teachers to tailor practice to fit student needs by allowing the teachers to customize the quantity, style, and level of practice for the students. As such, much of the role of the teachers is to monitor student progress and adapt the education materials accordingly. Finally, this presentation will discuss the outcomes of this model on both student attitudes and language acquisition.

Keywords: Blended Learning, Teacher Roles, TELL, Class Management, Material Adaptation, English Practice, EFL

Abstract #690

College-level English Language Learners' Self-efficacy and Goal Orientation

Shi, Hong; *China University of Petroleum-Beijing*

This session examines self-efficacy beliefs and goal orientation of college-level English Language Learners (ELLs) enrolled in English as a Second Language (ESL) program in a U.S. university. It further analyzes and presents the relationships among self-efficacy beliefs, learning strategies, and goal orientations of college-level ELLs. Students who were enrolled in the ESL program at a southeastern public university in the U.S. participated in this study and the total number of participants is 207. An English language learning survey adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich, Smith, Garcia, & McKeachie, 1991), version 7.0 of the Strategy Inventory for Language Learning (SILL) (Oxford, 1990), and Patterns of Adaptive Learning Survey (PALS) (Midgley et al., 1996, 2000) were used in this study. Follow-up interviews and focus groups were also used to collect data. It was found that participants had positive self-efficacy beliefs toward their English

27 – 29 November 2017, Auckland University of Technology, Auckland, NZ

learning. Participants who were more than 25 years old had a higher level of self-efficacy than those who were less than 25 years old. Female students had a greater mastery goal orientation tendency than male students. Self-efficacy was positively correlated with overall strategy use, cognitive, compensation, memory, metacognitive, social strategy, and mastery goal orientation while negatively correlated with performance-avoidance goals. As mastery goals increase, level of overall strategy, compensation, cognitive, metacognitive strategy and social strategy use increase. Greater strategy use could result in higher level of self-efficacy and mastery goals. Other findings, suggestions and implications for pedagogical practice and assessment will be discussed in this session. The intended audience is bilingual education specialists, higher education faculty, and teacher educators and those interested in the intersection of beliefs and practice.

Keywords: Assessment, English Language Learner, Goal Orientation, Learning Strategy, Pedagogical Practice, Self-efficacy

Abstract #826

The use of mobile technology to promote the development of the Maori language

White, Jeremy; *Ritsumeikan University*

Indigenous languages have always struggled to remain viable, faced with challenges such as a reduction in the number of fluent speakers, difficulty in attracting youth to invest the time in the language, and a less resources available to teach the language in formal settings. Māori is one such language that faces the aforementioned challenges. An estimated 21.3% of all people who identify themselves as Māori were able to hold basic conversations in Māori. This percentage has declined since the turn of the century, from 25.2% in 2001, and 23.7% in 2006 (Ministry of Social Development 2016). Currently only 3% on New Zealand entire population are able to converse in Māori.

Although some initiatives have been taken to revitalize the learning the language, including language week, a broadcasting channel, and Māori -medium schools, more could be done to ensure its long-term survival. Mobile technology is ubiquitous throughout the world and provides users with the opportunity to learn anywhere and anytime. Due to this, mobile learning would seem to be the perfect fit to promote Maori language learning and reverse the current decline.

This presentation will outline an English-medium project based learning (PBL) class in a private university in Western Japan. This class has taken up the challenge of promoting Māori language learning without having previous experience learning Māori.

The presentation will demonstrate how the PBL class has developed language learning activities that can be incorporated into mobile platforms, using gamification elements to create motivational language learning activities. These activities have been made possible due to readily available online language corpus and language guides including *Te reo Māori in English-medium schools 1000 frequent words of Māori* (2010). Finally, the presenter will show some of the concepts to promote the further growth of Māori in the future with specific reference to younger aged children.

Keywords: Te reo Maori, Project Based Learning, Mobile Learning
