

11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

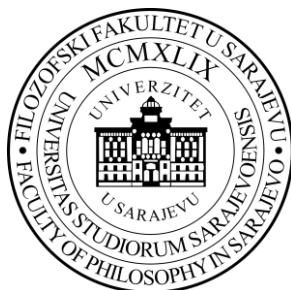
26-28 September 2019

Sarajevo, Bosnia and Herzegovina



The Society for the Advancement of Applied Linguistics in Bosnia and Herzegovina

Multiperspectivity in Applied Linguistics Book of Abstracts



Faculty of Philosophy, University of Sarajevo
The Society for the Advancement of Applied Linguistics in Bosnia and Herzegovina
11th AILA-Europe Junior Researcher Meeting in Applied Linguistics
26-28 September 2019, Sarajevo, Bosnia and Herzegovina

Multiperspectivity in Applied Linguistics

Book of Abstracts
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11. AILA-Europe Konferencija za mlade istraživače iz primijenjene lingvistike
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As can be seen from this overview, the organization of applied linguistics on the territory of former Yugoslavia has gone through a number of phases and carried different official names. But regardless of how it was called, each phase had created a frame in which scientists from all parts of the country could work together, giving the said teamwork a particular quality. But due to the effect of biological law, the founders of research in applied linguistics, some here mentioned, had to withdraw from the first line or had already left this world as the representatives of younger generations make headway. Finally, I wish to stress that these new young researchers inherit a particularly long and rich tradition, from the time when applied linguistics was firmly established here and gained the deserved reputation, not only in local circles but also the scientific society of the world. It is due to these sure-footed roots that the inheritors of this common tradition, now coming from several separate countries, both today and tomorrow, have something to lean on and to continue from. To all of them, may the steps they take be just as sure and successful.

Epilogue from the paper *Applied Linguistics in Yugoslavia: A Veteran's Recollections / Primenjena lingvistika u Jugoslaviji – sećanja jednog veterana* by Dr. Ranko Bugarski, published in *Jezik u upotrebi: primenjena lingvistika u čast Ranku Bugarskom*, ed. by Vera Vasić, Novi Sad: Društvo za primenjenu lingvistiku Srbije, 2011, pp. 45-51. (translated into English by Matea Tolić)

With this *Epilogue* we want to pay tribute to distinguished Professor Ranko Bugarski, the first President of the Association of Yugoslav Societies of Applied Linguistics and Vice President of AILA (1981-1984), who sent us this paper as his contribution to the 11th AILA-Europe JRM in Applied Linguistics, the first activity organized by SAALinBiH.

CALL FOR PAPERS

CALL FOR PAPERS

Multiperspectivity in Applied Linguistics

The Society for the Advancement of Applied Linguistics in Bosnia and Herzegovina (SAALinBiH) is pleased to announce the 11th AILA-Europe Junior Researcher Meeting in Applied Linguistics, which will take place on 26-28 September 2019. We are delighted to invite early career applied linguists to Sarajevo to present and discuss their research findings, ongoing studies and projects in an interactive environment and exchange experience with other young scholars from all around Europe. Junior Researchers include those working on their Master's and PhD theses, as well as those who have graduated within the last three years. Presenters are free to choose between three different formats: 15-minute presentations, 5-minute speed-papers or poster-presentations.

The 11th Junior Researcher Meeting will focus on *Multiperspectivity in Applied Linguistics*.

We will welcome papers and posters in the following areas:

- Language & Discrimination
- Language & Nationalism
- Language Policies in the Balkans
- Language, Ideology & Power
- Language & Media
- Language & Migrations
- Minority languages
- Language research and dyslexia
- Speech and language therapy for aphasic patients
- Language processing & Treatment of post-stroke language disorders
- Language(s) & Education
- Language & Gender
- Language acquisition & Language learning

Other topics are also accepted.

At the conference, each session will have designated senior researchers as commentators to foster questions and discussion. The program will also include workshops on various aspects of an academic career in applied linguistics.

Invited Plenaries

Dr. Piotr Cap, University of Lodz

(Anti-)Immigration Discourses in the post-2015 Poland: A Proximization Theoretical Perspective

Dr. Marianne Nikolov, University of Pécs

Main Trends and Challenges in Assessing Young Learners of English and Other Foreign Languages

Dr. Azirah Binti Hashim, University of Malaya

English as a Lingua Franca in ASEAN: The Future of Applied Linguistics in South East Asia

Conference Venue

Faculty of Philosophy, University of Sarajevo
History Museum of Bosnia and Herzegovina

Conference Languages: English, Bosnian/Croatian/Serbian/Montenegrin

Submission Guidelines

Abstracts within 200–250 words should be submitted online:

<https://jrmsarajevo.org/abstract-submission>.

Abstracts will be evaluated according to the originality of the theme, clear methodology and theoretical framework, and scholarly contribution of the research.

Deadline for the Submission of Abstracts: 10 April 2019

Deadline for the Notification of Acceptance: 10 May 2019

Please clearly indicate whether you are submitting a proposal for a presentation, a speed paper, or a poster.

Presentations: Accepted papers will be divided into parallel sessions for oral paper presentations. Within each session, presenters will be provided with 20 minutes (15 minutes to present followed by a minimum of 5 minutes for discussion). Conference volunteers will be present at the parallel sessions to offer help and guidance with transferring presentations and any technology-related questions.

Speed papers: This format gives researchers an opportunity to present their work in an untraditional way. Researchers opting for this format are expected to engage in a five-minute speed presentation followed by 10 minutes for networking and discussion. The networking and discussion time are expressly intended to guarantee a dynamic approach.

Posters: The poster section provides an additional platform to present and discuss topics, projects and research findings (preliminary or otherwise) which are immediately relevant to the thematic scope of the conference. We encourage researchers attending with a poster to prioritize the visual benefits of the poster, thus downsizing the written presentation, in order to ensure discussion and interaction with fellow scholars. The poster format is the standard A0 (width: 841 mm x height: 1189 mm)

For more information, please visit the Conference website

<https://jrmsarajevo.org> and official Facebook page

<https://www.facebook.com/jrmsarajevo/>.

We are looking forward to welcoming you in Sarajevo!

CONFERENCE PROGRAM

11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

26-28 September, 2019

DAY 1

/September 26/

Faculty of Philosophy

8:00 – 9:00 Registration /ground floor/

9:00 – 9:15 Opening ceremony /room 30/

9:15 – 10:30 Keynote: Marianne Nikolov /room 30/

Main Trends and Challenges in Assessing Young Learners of English and Other Foreign Languages

10:30 – 11:00 Coffee break

11:00 – 13:00 Sessions 1, 3 /room 167/ /Sessions 2, 4 /room 165/

13:00 – 14:30 Lunch

13:45 – 14:45 AILA-Europe Meeting /room 30/

History Museum of Bosnia and Herzegovina /5-minute walk/

15:00 – 16:30 Workshop 1: Bernd Rüschoff

The CEFR 2020 and language learning in the digital & plurilingual era: challenges and opportunities

16:30 – 16:45 Break

16:45 – 17:15 Reception /atrium/

17:15 – 18:00 Poster presentations

18:00 – 18:30 Exhibition /Besieged Sarajevo/

DAY 2

/September 27/

9:00 – 10:15 Keynote: Piotr Cap /room 30/

(Anti-)Immigration Discourses in the post-2015 Poland: A Proximization Theoretical Perspective

10:15 – 12:15 Sessions 5, 7 /room 167/ Sessions 6, 8 /room 165/

12:15 – 12:30 Coffee break

12:30 – 13:45 Keynote: Azirah Hashim /room 30/

English as a Lingua Franca in ASEAN: Implications for Applied Linguistics in South East Asia

13:45 – 15:00 Lunch

15:00 – 16:30 Workshop 2: Aleksandra Gnach /room 176/

Communicating your research with social media

20:00 – 22:30 Conference dinner /Restaurant Lovac/

11th AILA-Europe Junior Researcher Meeting in Applied Linguistics

26-28 September, 2019

DAY 3

/September 28/

- 9:00 – 10:00 Workshop 3: Srdjan Popov /room 176/
Neurolinguistic approaches to L2 acquisition
- 10:00 – 10:30 Info Session: Studying Abroad /room 176/
- 9:00 – 10:30 Workshop 4: Marianne Nikolov /room 167/
How to design a publishable study on young learners of an additional language
- 10:30 – 10:45 **Coffee break**
- 10:45 – 12:15 Session 9 /room 167/ Session 10 /room 167/
- 12:15 – 12:30 Closing ceremony /room 30/**

KEYNOTE SPEAKERS



Prof. Dr. Marianne Nikolov
Professor Emerita
of English Applied Linguistics
University of Pécs



Prof. Dr. Piotr Cap
Professor of Linguistics and head of
the Department of Pragmatics
University of Łódź



Prof. Dr. Azirah Hashim
Professor of Linguistics and the Executive Director
of the Asia-Europe Institute
University of Malaya

Dr. Marianne Nikolov, University of Pécs

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages: assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers' beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects.

For her full CV, see: http://ies.btk.pte.hu/content/nikolov_marianne.

Dr. Piotr Cap, University of Łódź

Piotr Cap is Professor of Linguistics and head of the Department of Pragmatics at the University of Łódź, Poland. His interests are in pragmatics, critical discourse studies, political linguistics and genre theory.

His book publications include *Perspectives in Politics and Discourse* (Benjamins, 2010), *Proximization: The Pragmatics of Symbolic Distance Crossing* (Benjamins, 2013), *Analyzing Genres in Political Communication* (Benjamins, 2013), *Contemporary Critical Discourse Studies* (Bloomsbury, 2014) and *The Language of Fear: Communicating Threat in Public Discourse*.

He is Managing Editor of *International Review of Pragmatics* and a regular contributor to *Journal of Pragmatics*, *Discourse & Society*, and *Critical Discourse Studies*.

Dr. Azirah Hashim, University of Malaya

Azirah Hashim is Professor of Linguistics and, currently, the Executive Director of the Asia-Europe Institute, University of Malaya. Her research interests include Language Contact in the Region, English as a Lingua Franca in ASEAN, Language and Law, and Higher Education in ASEAN. Her publications include co-edited volumes, *Communicating with Asia: the Future of English as a Global Language* by Cambridge University Press with Leitner, G. and Wolf, HG and *International Arbitration Discourse and Practices in Asia* by Routledge, London with Bhatia, V.K. et. al.. She has also published articles in *World Englishes*, *Text and Talk*, *Multilingua*, *Discourse Studies*, *English for Academic Purposes* and others. Azirah is Founding President of the Malaysian Association of Applied Linguistics and Vice-President of the International Association of Applied Linguistics (AILA). She has been involved in ASEAN projects on narrowing the development gap and internationalization of higher education and currently leads the University of Malaya Erasmus+ ASEAN-EU multi-partnered joint project on research capacity building in higher education, and the Jean Monnet Centre of Excellence for the Asia-Europe Institute from 2017 to 2020.

CONFERENCE PROGRAM DAY 1

September 26, 2019

PARALLEL SESSIONS

11:00 – 12:00

SESSION 1
Language, Ideology and Media

ROOM: 167
CHAIR/s: Piotr Cap, Merima Osmankadić

Predrag Jovović
University of Montenegro
**POLITIČKA LEKISKA I
FRAZEOLOGIJA U
ITALIJANSKOM JEZIKU**

Ivana Pothorski
University of Zadar
**THE USE OF FIGURATIVE
LANGUAGE IN POLITICAL
DISCOURSE IN ENGLISH,
GERMAN AND CROATIAN
MEDIA DURING EUROPEAN
PARLIAMENTARY ELECTIONS**

SESSION 2
*Migrant Language Learners /
Academic Literacy / Linguaging*

ROOM: 165
CHAIR/s: Melisa Okičić

Minna Intke-Hernandez
University of Helsinki
**PERSPECTIVES ON
LINGUAGING IN MIGRANT
MOTHERS' DAY-TODAY LIVES**

Kirsi Leskinen
University of Jyväskylä
**MIGRANT LANGUAGE
LEARNERS' EXPERIENCES OF
AGENCY IN THE CONTEXT OF
ACADEMIC LITERACIES**

Maria Pyykönen
University of Turku
**MODAL CONSTRUCTIONS IN
ACADEMIC L2 ENGLISH**

CONFERENCE PROGRAM DAY 1

September 26, 2019

PARALLEL SESSIONS 12:00 – 13:00

<p>SESSION 3 <i>Minority Languages/ Language Death</i></p> <p>ROOM: 167 CHAIR/s: Merima Osmankadić</p>	<p>SESSION 4 <i>Language Teaching</i></p> <p>ROOM: 165 CHAIR/s: Marianne Nikolov</p>
<p>Aaisha Balushi Rustaq College of Education/Lancaster University</p> <p>CHALLENGES FACING THE BALUSHI LANGUAGE IN OMAN AND WAYS TO PROTECT IT FROM DYING OUT</p>	<p>Natalie Donohue University of Leeds</p> <p>POWER AND LANGUAGE TEACHING IN THE 21ST CENTURY: HOW DO NOVICE NATIVE-SPEAKER TEACHERS PERCEIVE THEMSELVES?</p>
<p>Ciarán Ó Braonáin Trinity College Dublin</p> <p>IRISH LANGUAGE LEARNERS IN CONTINENTAL EUROPE: EXPLORING MOTIVATION IN 'NON-TRADITIONAL' MINORITY LANGUAGE LEARNERS</p>	<p>Emina Jelešković International University of Sarajevo</p> <p>WHAT MAKES A GOOD ENGLISH TEACHER? ENGLISH TEACHERS' PERCEPTIONS OF TEACHER COMPETENCES</p>
	<p>Maria Teresa Sans Bertran Autonomous University of Barcelona</p> <p>CATALAN AND SPANISH LANGUAGE TEACHING IN A PENITENTIARY CENTER IN CATALONIA</p>

CONFERENCE PROGRAM DAY 1 WORKSHOP SESSIONS

**September 26, 2019 / History Museum of BiH
15:00 – 16:30**

Bernd Rüschoff, University of Duisburg-Essen

The CEFR 2020 and language learning in the digital & plurilingual era: challenges and opportunities

The dimensions of teaching and learning English, in fact of all foreign languages, in the digital era need to be reflected and expanded. Plurilingual and pluricultural contexts together with online interactions and transactions have become normalized social and professional practices. This suggests the need to rethink curricula, methodologies, as well as the aims, and outcomes of classroom practices and learning arrangements. In view of such developments and challenges, the Council of Europe has updated and extended the descriptors of the Common European Framework in a large-scale international project resulting in the publication of the *CEFR Companion Volume with New Descriptors* in 2018. These descriptors now specifically include skills and competencies needed for online practices as well as revised and added descriptors concerning plurilingual practices and mediation. This workshop will present an overview of the “new” CEFR as well as a discussion of how the revised descriptors might impact the language classroom. In addition, we shall discuss how such developments provide opportunities for researching effective language learning in today’s plurilingual landscape.

Prof. Dr. Bernd Rüschoff has a special research focus on technology enhanced learning systems and has participated in numerous international projects dealing with the development and assessment of digital tools and multi-media resources in language learning. In addition, his research addresses a wide range of issues in the field of applied linguistics, such as language & culture, bilingual education, and data-driven learning. He is a member of the Professional Network Forum, a think tank of the Council of Europe’s European Centre for Modern Languages, and of a Council of Europe expert group involved in the current launch of the revised CEFR and its Companion Volume. He is a former president of AILA, the International Association for Applied Linguistics.

CONFERENCE PROGRAM DAY 1

September 26, 2019 / History Museum of BiH

POSTER PRESENTATIONS

17:15 – 18:00

<p>Nevena Ćosić University of Osijek BREXIT AS A COMPLEX METONYMIC NETWORK</p>
<p>Eva Malessa University of Jyväskylä TECHNOLOGY-ENHANCED, GAME-BASED LATE L2 LITERACY AND DIGITAL SKILL TRAINING OF ADULT MIGRANTS WITH LIMITED L1 LITERACY SKILLS</p>
<p>Milja Seppälä University of Jyväskylä ENGLISH LANGUAGE IDEOLOGIES AND POLICIES AMONG UNIVERSITY STUDENTS: A COMPARATIVE STUDY OF CHINA AND FINLAND</p>
<p>Theresa Trögl University of Vienna EVALUATIVE CHOICES IN HARD NEWS REPORTS AND USER COMMENTS: AN APPRAISAL ANALYSIS</p>
<p>Dajana Zečić-Durmišević University of Sarajevo THE BREXIT CAMPAIGN IN BRITISH TABLOIDS: THE ROLE OF PASSIVES IN THE PROCESS OF POSITIVE SELF- AND NEGATIVE OTHER- PRESENTATION</p>
<p>Alma Žero University of Sarajevo ENGLISH LANGUAGE TEACHERS' COMPETENCIES IN TEACHING STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES: THE CASE OF BOSNIA AND HERZEGOVINA</p>

CONFERENCE PROGRAM DAY 2

September 27, 2019

PARALLEL SESSIONS 10:15 – 11:15

<p>SESSION 5 <i>Reading Comprehension and Reading Strategies</i></p> <p>ROOM: 167 <i>CHAIR/s: Nejlja Kalajđisalihović</i></p>	<p>SESSION 6 <i>Multilingualism / Linguistic Repertoires</i></p> <p>ROOM: 165 <i>CHAIR/s: Bernd Rüschoff</i></p>
<p>Tun Zaw Oo, Anita Habok University of Szeged RECIPROCAL TEACHING APPROACH FOR STUDENTS' READING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE</p>	<p>Verena Platzgummer Eurac Research LINGUISTIC SELF- POSITIONING OF SECONDARY SCHOOL STUDENTS IN SOUTH TYROL</p>
<p>Blanka Tary University of Szeged HOW DOES LANGUAGE PROFICIENCY LEVEL AFFECT READING STRATEGY USE</p>	<p>Johanna Raimi University of Jyväskylä SPOKEN WORD-BASED TEACHING METHODS IN HERITAGE LANGUAGE EDUCATION – AN ACTION RESEARCH ON MULTILINGUAL PEDAGOGY</p>

CONFERENCE PROGRAM DAY 2

September 27, 2019

PARALLEL SESSIONS

11:15 – 12:15

<p>SESSION 7 <i>Learner and Teacher Identity / Participative Language Learning / Virtual Interaction</i></p> <p>ROOM: 167 CHAIR/s: Marianne Nikolov</p>	<p>SESSION 8 <i>Pragmatics / Sociolinguistics / Discourse Analysis</i></p> <p>ROOM: 165 CHAIR/s: Selma Đuliman</p>
<p>Karina Doi University of Jyväskylä RESEARCH METHODOLOGY AND INITIAL FINDINGS OF VIRTUAL EXCHANGE PROJECTS BETWEEN FINNISH AND JAPANESE UNIVERSITIES</p>	<p>Đenana Đulabić University of Sarajevo LANGUAGE AND GENDER – POLITENESS STRATEGIES IN LANGUAGE AND GENDER DIFFERENCES</p>
<p>Takuya Kojima UNSW Sydney RECONCEPTUALISING “PRACTICE” OF COMMUNITIES OF PRACTICE FOR CLASSROOM EDUCATION RESEARCH</p>	<p>Minka Džanko University of Sarajevo LINGUISTIC INTERACTION ELEMENTS OF ROLE-RELATED ASYMMETRY IN CONTRASTIVE ANALYSIS OF GERMAN AND BOSNIAN DOCTOR-PATIENT CONVERSATIONS</p>
<p>Rahmi Zakaria University of Bath ASPECTS SHAPING ACEHNESE EFL TEACHERS’ PROFESSIONAL IDENTITY</p>	<p>Iira Rautinen University of Oulu STAYING SAFE: INTERACTIONAL PRACTICES IN MILITARY OBSERVER TRAINING</p>

CONFERENCE PROGRAM DAY 2 WORKSHOP SESSIONS

**September 27, 2019 / Faculty of Philosophy / Room 176
15:00 – 16:30**

**Aleksandra Gnach, Zurich University of Applied Sciences
Communicating your research with social media**

In this workshop, we will look at the interplay of social media and your research lifecycle. The aim is to elaborate on how we can use social media for inspiration, collaboration, dissemination, and public engagement. We will start with a frequently discussed question: Does the use pay off - and how? Subsequently, we will have a look at different social media platforms as well as various communication and interaction forms.

Aleksandra Gnach, PhD, is Professor of Media Linguistics at the Institute of Applied Media Studies at the Zurich University of Applied Studies. Besides her teaching assignments in Bachelors, Masters and Further Education Degrees, Gnach advises organizations and individuals on strategic communication and social media use. Before her academic career, she worked as a video journalist, and as a communication officer at the Swiss Broadcasting Corporation SRG SSR.

CONFERENCE PROGRAM DAY 3

September 28, 2019

PARALLEL SESSIONS

10:45 – 12:15

<p>SESSION 9 <i>Cognitive Linguistics / Stylistics</i></p> <p>ROOM: 167 CHAIR/s: Marina Katnić-Bakaršić, Merima Osmankadić</p>	<p>SESSION 10 <u><i>Speed Papers</i></u></p> <p>ROOM: 165 CHAIR/s: Larisa Kasumagić- Kafedžić</p>
<p>Kemal Avdagić University of Tuzla BLACK HUMOUR PROCESSING IN THE LIGHT OF THE CONCEPTUAL INTEGRATION THEORY AND THE BENIGN VIOLATION THEORY</p>	<p>Ikuya Aizawa University of Oxford EFFECTS OF ENGLISH AS MEDIUM OF INSTRUCTION (EMI) ON STUDENTS' CONTENT KNOWLEDGE ACQUISITION IN JAPANESE HIGHER EDUCATION</p>
<p>Dženana Hajdarpašić University of Sarajevo SINTAKSIČKO-STILISTIČKI POSTUPCI U SAVREMENOM RUSKOM STRIPU</p>	<p>Mertcan Altınsoy University of Rouen NATION-STATE IDEOLOGY AND LANGUAGE STRUGGLES IN TURKEY</p>
<p>Nerma Pezerović-Ridić, Anela Mulahmetović Ibrišimović University of Tuzla THE MIND – PERCEIVE IT AS YOUR TOOL! THE METAPHORICAL CONCEPTUALIZATION OF THE MIND IN SELF-HELP BOOKS IN ENGLISH AND BOSNIAN / CROATIAN / SERBIAN – A COGNITIVE LINGUISTIC ANALYSIS</p>	<p>Edna Imamović-Topčić Center for Teacher Education MULTILINGUAL STUDENTS IN EDUCATIONAL TRANSITIONS: THE RELATION BETWEEN POSITIONING AND CHOICES</p>
<p>Alma Pehlivanović University of Bihać FUELING GENDER STEREOTYPES – A COGNITIVE LINGUISTICS STUDY OF METAPHORS IN CAR ADVERTISEMENTS</p>	<p>Valéria Schörghofer-Queiroz University of Vienna MIGRANT PARENTS AND SCHOOL INVOLVEMENT IN AUSTRIA</p>
	<p>Siyang Zhou University of Oxford THE RELATIONSHIP BETWEEN SOCIAL NETWORK AND VOCABULARY DEVELOPMENT OF CHINESE STUDENTS STUDYING IN THE UK</p>

CONFERENCE PROGRAM DAY 3 WORKSHOP SESSIONS

**September 28, 2019 / Faculty of Philosophy / Room 176
9:00 – 10:00**

Srdjan Popov, University of Groningen
Neurolinguistic approaches to L2 acquisition

This workshop focuses on studying L2 acquisition using neurolinguistic methodology. The main part of the workshop will be dedicated to the use of neuroimaging techniques, such as event-related potentials (ERPs) and functional magnetic resonance imaging (fMRI). We will also discuss the study of L2 in atypical populations (e.g., Down syndrome), and how such research can be designed and applied in the participants' environment.

Srdjan Popov is a lecturer/researcher in Neurolinguistics at the University of Groningen, The Netherlands. He also runs the EEG/ERP Lab of the Neurolinguistics Group within the Center for Language and Cognition Groningen. His research interests are sentence processing in different populations (e.g., typical L1 speakers, adult dyslexia, L2 learners) studied both behaviourally and using event-related potentials (ERPs), as well as methodology of ERP research in language studies. More information available at: <https://www.rug.nl/staff/s.popov/>

CONFERENCE PROGRAM DAY 3 WORKSHOP SESSIONS

**September 28, 2019 / Faculty of Philosophy / Room 167
9:00 – 10:30**

Marianne Nikolov, University of Pecs
How to design a publishable study on young learners of an additional language

This workshop would be of interest to graduate students and practitioners who would like to gain insights into how to cope with challenges in research methods when you aim to research young learners in and outside the classroom, and their teachers. First, I'll propose some ideas on how you can find an up-to-date topic and design a great study; then, we'll focus on your research projects, so please bring your proposals/outlines so that we can discuss them. Finally, we'll move on to how you can find an outlet, prepare your manuscript, submit a paper, respond to reviews, edit, and resubmit your text, and how you can promote your study. This is going to be an interactive workshop relying on your ideas and questions. Please think about the challenges you'd like to share so that we can think about helpful ideas.

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages; assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers' beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects. For her full CV see: http://ies.btk.pte.hu/content/nikolov_marianne.

Special gratitude and appreciation to our partners for their support and commitment:

Sarajevo Faculty of Philosophy
History Museum of Bosnia and Herzegovina
Educators' Institute for Human Rights
Residence Inn Orijent D.O.O
Sarajevo Food Dictionary
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Sarajevo Navigator

ABSTRACTS

PLENARIES

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(ANTI-)IMMIGRATION DISCOURSES IN THE POST-2015 POLAND: A PROXIMIZATION THEORETICAL PERSPECTIVE

The present paper explores the discursive patterns of legitimization of anti-immigration policies adopted by the Polish right-wing government which has been ruling the country since October 2015. It argues that legitimization of anti-immigration policies is essentially threat-based and coercive, involving a specific selection of rhetorical tools deployed to characterize different immigrant groups, as well as individual immigrants, from mainly Middle East and East African territories. Construed as ‘different’, ‘alien’ and ‘unbelonging’, in a whole lot of cultural, ideological and religious terms, they are claimed to pose an emerging threat to the safety of Poland and the personal safety and well-being of Polish citizens. The paper draws on cognitive-pragmatic theories of discourse space (Chilton 2004, 2014; Hart 2014) and Proximization Theory (Cap 2013, 2014, 2017) in particular, revealing how the concepts of closeness and remoteness are manipulated in the service of threat construction and the sanctioning of tough anti-immigration measures, such as the refusal to accept non-Christian refugees from war territories in Syria. Focusing on a corpus of 124 addresses, statements and comments by members of the Polish government, it demonstrates how the government manufactures and discursively perpetuates the aura of fear by conflating the issue of refugee migration into Europe with the problem of global terrorism, and how virtual threats to Polish cultural legacy and values are conceived to justify opposition to the idea of the multiethnic and multicultural state in general.

Piotr Cap is Professor of Linguistics and head of the Department of Pragmatics at the University of Łódź, Poland. His interests are in pragmatics, critical discourse studies, political linguistics and genre theory. His book publications include *Perspectives in Politics and Discourse* (Benjamins, 2010), *Proximization: The Pragmatics of Symbolic Distance Crossing* (Benjamins, 2013), *Analyzing Genres in Political Communication* (Benjamins, 2013), *Contemporary Critical Discourse Studies* (Bloomsbury, 2014) and *The Language of Fear: Communicating Threat in Public Discourse*.

He is Managing Editor of *International Review of Pragmatics* and a regular contributor to *Journal of Pragmatics*, *Discourse & Society*, and *Critical Discourse Studies*.

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ENGLISH AS A LINGUA FRANCA IN ASEAN: IMPLICATIONS FOR APPLIED LINGUISTICS IN SOUTH EAST ASIA

ASEAN consists of ten countries in Southeast Asia, all at different stages of nation-building and development, and has a variety of languages, religions as well as political and legal cultures. A common bond among the people is the English language which is the working language of ASEAN and the lingua franca of the multilinguals for whom English is an additional language. This paper discusses the roles of English in ASEAN and examines interactions among ASEAN speakers to determine if ASEAN English possesses its own characteristic features and how mutual understandings reached amongst the speakers who come from various countries. As there is a push towards using a form of English that is intelligible across ASEAN societies, this paper also looks at the implications for applied linguistics in Southeast Asia in terms of language policy and English language education.

Azirah Hashim is Professor of Linguistics and, currently, the Executive Director of the Asia-Europe Institute, University of Malaya. Her research interests include Language Contact in the Region, English as a Lingua Franca in ASEAN, Language and Law, and Higher Education in ASEAN. Her publications include co-edited volumes, *Communicating with Asia: The Future of English as a Global Language* by Cambridge University Press with Leitner, G. and Wolf, HG and *International Arbitration Discourse and Practices in Asia* by Routledge, London with Bhatia, V.K. et. al. She has also published articles in *World Englishes*, *Text and Talk*, *Multilingua*, *Discourse Studies*, *English for Academic Purposes* and others. Azirah is Founding President of the Malaysian Association of Applied Linguistics and Vice-President of the International Association of Applied Linguistics (AILA). She has been involved in ASEAN projects on narrowing the development gap and internationalization of higher education and currently leads the University of Malaya Erasmus+ ASEAN-EU multi-partnered joint project on research capacity building in higher education, and the Jean Monnet Centre of Excellence for the Asia-Europe Institute from 2017 to 2020.

Marianne Nikolov

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MAIN TRENDS AND CHALLENGES IN ASSESSING YOUNG LEARNERS OF ENGLISH AND OTHER FOREIGN LANGUAGES

The presentation focuses on recent trends in the teaching and assessment of young language learners of additional languages. Due to the world-wide spread of early English, discussions have shifted from “the younger the better” to “how good young learners are at the target language”, as accountability has pushed assessment of outcomes to the foreground. In the first part of the presentation I frame the field as an innovation to explain how early language learning (ELL), teaching and assessment form a larger system. This approach offers insights into how ELL works in a range of contexts and how classroom, institutional, educational, administrative, political and cultural subsystems interact. Since a narrow focus on assessment, or certain aspects of assessment practice, offers only limited insights, change requires a look at the whole assessment culture (Davison, 2013) as well as the interactions between teaching, learning, and assessment. In the second part, I discuss the construct of early learning and its implication. The construct is often assumed to be simple (learning starts early). However, a lot of variation characterizes models according to when programs start, how much time they allocate to ELL, what type of curriculum and method they apply, who the teachers are, and how they implement the programs. In the third part I present how challenges were met in some recent assessment projects implemented in various contexts: (1) how frameworks and tests were developed and validated; (2) how young learners were assessed in small-scale research projects and in larger-scale national assessments: and finally, (3) how assessment *for* learning and self-assessment are gaining ground. Two recent areas will serve as further examples: projects on pre-school learners and content-based programs.

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages: assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers’ beliefs and practices, and language policy. Her publications include longitudinal classroom research and large-scale national assessment projects. For her full CV, see: http://ies.btk.pte.hu/content/nikolov_marianne.

WORKSHOPS

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COMMUNICATING YOUR RESEARCH WITH SOCIAL MEDIA

In this workshop, we will look at the interplay of social media and your research lifecycle. The aim is to elaborate on how we can use social media for inspiration, collaboration, dissemination, and public engagement. We will start with a frequently discussed question: Does the use pay off - and how? Subsequently, we will have a look at different social media platforms as well as various communication and interaction forms.

Aleksandra Gnach, PhD, is Professor of Media Linguistics at the Institute of Applied Media Studies at the Zurich University of Applied Studies. Besides her teaching assignments in Bachelors, Masters and Further Education Degrees, Gnach advises organizations and individuals on strategic communication and social media use. Before her academic career, she worked as a video journalist, and as a communication officer at the Swiss Broadcasting Corporation SRG SSR.

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HOW TO DESIGN A PUBLISHABLE STUDY ON YOUNG LEARNERS OF AN ADDITIONAL LANGUAGE

This workshop would be of interest to graduate students and practitioners who would like to gain insights into how to cope with challenges in research methods when you aim to research young learners in and outside the classroom, and their teachers. First, I'll propose some ideas on how you can find an up-to-date topic and design a great study; then, we'll focus on your research projects, so please bring your proposals/outlines so that we can discuss them. Finally, we'll move on to how you can find an outlet, prepare your manuscript, submit a paper, respond to reviews, edit, and resubmit your text, and how you can promote your study. This is going to be an interactive workshop relying on your ideas and questions. Please think about the challenges you'd like to share so that we can think about helpful ideas.

Marianne Nikolov is Professor Emerita of English Applied Linguistics at the University of Pécs, Hungary. Early in her career, she taught English as a foreign language to young learners for a decade. Her research interests include: the age factor; early learning and teaching of modern languages: assessment of processes and outcomes in language education; individual differences such as aptitude, attitudes, and motivation contributing to language development; teacher education, teachers' beliefs and practices, and language policy. Her publications include

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NEUROLINGUISTIC APPROACHES TO L2 ACQUISITION

This workshop focuses on studying L2 acquisition using neurolinguistic methodology. The main part of the workshop will be dedicated to the use of neuroimaging techniques, such as event-related potentials (ERPs) and functional magnetic resonance imaging (fMRI). We will also discuss the study of L2 in atypical populations (e.g., Down syndrome), and how such research can be designed and applied in the participants' environment.

Srdjan Popov is a lecturer/researcher in Neurolinguistics at the University of Groningen, The Netherlands. He also runs the EEG/ERP Lab of the Neurolinguistics Group within the Center for Language and Cognition Groningen. His research interests are sentence processing in different populations (e.g., typical L1 speakers, adult dyslexia, L2 learners) studied both behaviourally and using event-related potentials (ERPs), as well as methodology of ERP research in language studies. More information available at: <https://www.rug.nl/staff/s.popov/>

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THE CEFR 2020 AND LANGUAGE LEARNING IN THE DIGITAL & PLURILINGUAL ERA: CHALLENGES AND OPPORTUNITIES

The dimensions of teaching and learning English, in fact of all foreign languages, in the digital era need to be reflected and expanded. Plurilingual and pluricultural contexts together with online interactions and transactions have become normalized social and professional practices. This suggests the need to rethink curricula, methodologies, as well as the aims, and outcomes of classroom practices and learning arrangements. In view of such developments and challenges, the Council of Europe has updated and extended the descriptors of the Common European Framework in a large-scale international project resulting in the publication of the *CEFR Companion Volume with New Descriptors* in 2018. These descriptors now specifically include skills and competencies needed for online practices as well as revised and added descriptors concerning plurilingual practices and mediation. This workshop will present an overview of the “new” CEFR as well as a discussion of how the revised descriptors might impact the language classroom. In addition, we shall discuss how such developments provide opportunities for researching effective language learning in today’s plurilingual landscape.

Prof. Dr. Bernd Rüschoff has a special research focus on technology enhanced learning systems and has participated in numerous international projects dealing with the development and assessment of digital tools and multi-media resources in language learning. In addition, his research addresses a wide range of issues in the field of applied linguistics, such as language & culture, bilingual education, and data-driven learning. He is a member of the Professional Network Forum, a think tank of the Council of Europe's European Centre for Modern Languages, and of a Council of Europe expert group involved in the current launch of the revised CEFR and its Companion Volume. He is a former president of AILA, the International Association for Applied Linguistics.

PARALLEL SESSIONS, SPEED PAPERS, AND POSTER PRESENTATIONS

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EFFECTS OF ENGLISH AS MEDIUM OF INSTRUCTION (EMI) ON STUDENTS' CONTENT KNOWLEDGE ACQUISITION IN JAPANESE HIGHER EDUCATION

My project investigates the potential impact of studying academic subjects (i.e. Chemistry) in English on Japanese undergraduate students' content learning in comparison to learning through the medium of Japanese. The research site is a university in Tokyo where Chemistry courses are available through JMI (Japanese medium instruction) and EMI (English medium instruction). I explore various aspects of challenges faced by students, with a particular focus on language-related challenges. Furthermore, I aim to identify potential factors (e.g. students' English proficiency, motivation, revision time and prior knowledge) which influence students' content learning.

My research adopts a longitudinal design of a two-month university course pairing quantitative analysis of pre-post Chemistry test scores with questionnaires examining students' backgrounds, motivations and challenges. I explore two main aspects of content knowledge: students' total scores in the post-test and their knowledge gains by deducting the pre-test scores from post-test scores. Regression analyses of these data allow for an exploration of the relationship between content learning (the outcome variable) and language proficiency, motivation and challenges. Finally, a multiple regression analysis identifies the extent to which these variables predict Chemistry learning. Furthermore, to identify contextual differences between JMI and EMI (such as teaching styles), I also conduct supplementary student and teacher interviews and classroom observations.

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CHALLENGES FACING THE BALUSHI LANGUAGE IN OMAN AND WAYS TO PROTECT IT FROM DYING OUT

The Balushi language is spoken by people of the Balushi tribe in Oman. The Balushi language is a mixture of several languages such as Turkish, Arabic, Farsi, Afghani and Urdu that Balushi people used to communicate with people in Baluchistan. The Balushi language is a spoken language that does not have a written transcript (Deshiti, 2004).

The study aims to investigate two questions: 1. How has the Balushi language changed through generations in Oman? 2. What are the challenges that face the Balushi language and how to protect it from dying out? A questionnaire and interviews with Balushi people who both speak the language and do not speak it have been done to answer the research questions. As a result, it

has been found that the Balushi language has changed through generations for several reasons. The most significant reason is the interference of other languages such as Arabic and English, as a result of integration into Omani society. It is recommended that Balushi people prevent their language from extinction because the Balushi language is their identity. Finally, the study will highlight some ways to help in preventing the language at hand from dying out.

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NATION-STATE IDEOLOGY AND LANGUAGE STRUGGLES IN TURKEY

Many authors discuss the link between language ideology and political and/or economic power. Silverstein (1979) defines language ideology as “[...] any sets of beliefs about language articulated by the users as a rationalization or justification of perceived language structure and use”. Irvine (2012) adds that this sociolinguistic relationship is part of the cultural system, which lies on moral and political interests. Regarding the contribution of Bourdieu, we can say that the application of a language ideology creates a discourse that expands by its own reproduction. The shareholders of the same reproduced ideology attribute themselves the legitimacy of taking advantage of this linguistic capital, and they make sure of its maintenance. As a result, speakers appear as the actors who implement the link between language and power.

A monolingual approach to language is shared by many countries founded on nationalist ideas. This ideology stands for the homogenization of ethnolinguistic groups by eliminating language variation in a nation-state. The choice of the official language, the standardization processes, subjects such as the first language, the publications in different languages or access to media in another language are challenging issues for those nation-state countries that reject the reality of plurilinguism. Thus, nationalism appears as a cause of sociolinguistic and economic conflict. In this communication, I shall discuss these points with examples from my ongoing PhD research on the linguistic contact between Kurdish and Turkish in Istanbul, Turkey.

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BLACK HUMOUR PROCESSING IN THE LIGHT OF THE CONCEPTUAL INTEGRATION THEORY AND THE BENIGN VIOLATION THEORY

The purpose of this paper is to investigate the use of black humour in cartoons on the Internet. In the due course of investigation, a cognitive linguistic theory, namely the Conceptual Integration Theory along with the Benign Violation Theory will be used to assess the ways in which jokes about tragedies and mishaps become humorous. Since humour processing represents “a complex information processing task that is dependent on cognitive and emotional aspects” (Willinger, et al., 2017: 159), the above-mentioned theories may be helpful in understanding how people find humour in intimidating and life-threatening situations.

The aim of the paper is to reveal that humour processing is an exertion which requires both mental and emotional capacities. To prove the point, two theories for humour processing were employed: the Conceptual Integration Theory and the Benign Violation Theory. Both theories were first introduced and later on applied. The paper shows that the theories, although different, possess certain common elements and represent useful tools in humour processing. The Conceptual Integration Theory, with its input spaces, blending processes and generic space, together with the Benign Violation theory and its detection of humorous elements within tragic situations, could be valuable assets in understanding how people find humour in intimidating and life-threatening situations.

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BREXIT AS A COMPLEX METONYMIC NETWORK

The process of the U.K. leaving the EU has entered its final phase with the date of the country's actual leaving of the EU on 29 March 2019 but the situation and the atmosphere surrounding it is nothing short of chaotic. The media coverage of the process reflects the complexity of the political situation. The language used to explain it to the readership very frequently relies on specific cognitive linguistic tools, such as metaphor and metonymy, in order to elaborate on sometimes rather abstract and elusive concepts.

Our research data will cover the set of texts on *Brexit* in the U.K.'s ten most frequently read news portals in the period of the two years prior to the leave date. The aim is to elucidate the use of the lexeme in its metonymic function when it construes a complex network of meanings related to the concept of both the actual event of the U.K. breaking up with the EU and the whole process of negotiating the deal. As Brdar Szabó and Brdar (2011) claim, metonymy serves as an inference-based domain elaboration, enabling the reader to create an appropriate meaning based on the context and co-text. Using the taxonomy of metonymic mappings provided by Radden and Kövecses (1999), a list of all conceptual metonymies pertaining to the lexeme *Brexit* will be created along with a network of potential metonymic readings in order to reveal the strategy of manipulating the concept in relation to the intended purpose of the text.

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RESEARCH METHODOLOGY AND INITIAL FINDINGS OF VIRTUAL EXCHANGE PROJECTS BETWEEN FINNISH AND JAPANESE UNIVERSITIES

Virtual exchange (VE) is a recent collective term that refers to online intercultural collaborative activities where students collaborate with partners from different countries as a part of their educational programmes. VE aims at providing students opportunities to have intercultural experiences via online network. It enables learners to develop their intercultural awareness and

critical thinking by participating in interactions such as in videoconferences (VC) and social networking sites (SNS). During the VE activities, participants achieve common goals by exchanging, discussing and negotiating ideas.

This presentation is based on my doctoral dissertation study which investigates how Finnish and Japanese university students manage interactions and participate in VE activities. Five types of research data are collected from two university level courses launched between the University of Jyväskylä in Finland and Waseda University in Japan in 2018 and in 2019: asynchronous interactions from two SNSs (Facebook and LINE), three video-recorded LINE meetings, interview responses (participants and teachers), questionnaire responses (participants) and four video-recorded videoconferences. The data collected from multiple sources (including written and spoken mediated interaction) provide multiple perspectives on VE but also present challenges for analysis. This presentation discusses the research methodology and challenges involved in analysing the data. Initial findings from interview and questionnaire responses and videoconference recordings will also be discussed with a focus on the participants' descriptions of VE experiences: participation, interpretations of tasks and learning environment, and issues encountered. The initial results shed light to a research question of how students manage their participation through interactions in VE.

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POWER AND LANGUAGE TEACHING IN THE 21ST CENTURY: HOW DO NOVICE NATIVE-SPEAKER TEACHERS PERCEIVE THEMSELVES?

The myth of the native speaker is an enduring stereotype in English language teaching, despite research critiquing the very value of striving towards native speaker standards, particularly in the increasingly globalised 21st century. In addition, the past decade has begun to highlight the virtues of non-native speaker teachers who are both experienced language learners themselves and often more aware of local contextual factors which may influence teaching and learning, compared to native speaker teachers who may travel to another country to teach.

Therefore, it is timely to explore how native speaker teachers (often with limited teacher training) perceive themselves and their abilities in teaching to gain further insight into the complex issue of 'power' in English teaching. The paper will report upon the first-year experiences of a small group of native English-speaking teachers who each completed a short initial teacher training course before moving to different English as a Foreign Language (EFL) contexts. Through the lens of self-efficacy theory, self-reported findings from interviews, questionnaires, and diary entries will be discussed, indicating the teachers' self-efficacy across different aspects of language teaching, including grammar, managing monolingual classes, and the impact of contextual factors. Their own assessments of their teacher training in equipping them to teach successfully in EFL contexts will also be explored.

This paper will then integrate these findings into existing debates, considering the wider issue of native speaker teachers and the power they continue to hold across English language teaching, challenging the continued preference for native speakers in EFL settings.

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LANGUAGE AND GENDER – POLITENESS STRATEGIES IN LANGUAGE AND GENDER DIFFERENCES

Politeness is a phenomenon which is common and at the same time different in all cultures because every culture has a different perception of what is (im)polite and every language has various devices for expressing politeness. This survey examines the usage of politeness strategies of the native speakers of Bosnian/Croatian/Serbian (BCS) language with different family and socio-economic backgrounds. There are many linguistic and non-linguistic factors affecting the phenomenon of politeness in different languages/cultures.

The central goal of this paper is to examine the impact of the non-linguistic factor of gender on the choice of politeness strategies of male and female speakers when confronted with face-threatening acts (such as making requests, asking a favour and apologizing) in everyday life situations. Other factors or sociological variables such as social power and social distance will be taken into consideration as well since they also inevitably affect the usage of language and the speaker's level of politeness. A questionnaire designed for the purposes of this research will be based on the Discourse Completion Test. It will contain hypothetical situations, as in this research politeness is being observed when related to the context or situation. The questionnaire will be evenly distributed between male and female participants. Brown and Levinson's politeness theory will be used as a main theoretical framework in order to analyse and interpret the collected data.

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LINGUISTIC INTERACTION ELEMENTS OF ROLE-RELATED ASYMMETRY IN CONTRASTIVE ANALYSIS OF GERMAN AND BOSNIAN DOCTOR-PATIENT CONVERSATIONS

In this study, I consider and compare the aspects of the role-related asymmetry in medical consultations by contrasting the Bosnian and German data. The asymmetry between doctors and patients is tied to their institutional, as well as their situational-relevant identities (Fehlenberg 1987) which are linked, for example, to the turn-taking structure or different distribution of knowledge. My research draws on interactional data consisting of 42 audiotaped authentic conversations between the Bosnian and German doctors and patients. The data was examined and compared by using a qualitative CA data analysis method.

The Bosnian data showed highly asymmetrical doctor's and patient's talk patterns. However, the study also showed that asymmetry in the Bosnian doctor-patient interactions is collaboratively achieved. While doctors tend to use paternalistic practices such as face threatening acts, Bosnian patients often lack epistemic authority over their own disease, which makes their positioning much more difficult. In the German doctor-patient encounters, a differentiated, dialogical and flexible doctor's role was observed. It suggests that they have adopted a more patient-centered

approach which also entails more active patient participation. German patients also displayed higher medical knowledge and more personal responsibility. The comparison of data aims to incorporate its CA-based findings into the Bosnian medical curriculum in higher education, with medical students and physicians who would be trained to distinguish functional from dysfunctional interactional practices. The findings also suggest the need to increase the health literacy of Bosnian patients in order to reduce asymmetry with regard to their claims to epistemic authority.

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SINTAKSIČKO-STILISTIČKI POSTUPCI U SAVREMENOM RUSKOM STRIPU

U radu se istražuje upotreba sintaksičko-stilističkih sredstava u savremenom ruskom stripu. Cilj rada bio je odrediti funkcije koje elementi ekspresivne sintakse imaju u stripovnom stilu. Ujedno rad predstavlja uvod u istraživanje stripovnog stila uopće. Tokom istraživanja korišten je analitički, sintetički i komparativni metod naučnog istraživanja, kao i postupak savremene sintaksičke i stilističke analize. U radu su prikupljeni i analizirani primjeri iz savremenoga ruskog stripa, koji u sebi sadrže sljedeće sintaksičko-stilističke postupke: elipsu, reticenciju, parcelaciju, nominativne rečenice, inverziju i eksklamativne rečenice.

Pokazalo se da se u ruskom stripu iznimno često koriste postupci ekspresivne sintakse, kao i brojni drugi stilistički postupci kao što su fonostilistički, grafostilistički i leksičkostilistički postupci i mnogobrojne stilske figure. Upotreba sintaksičko-stilističkih sredstava često naglašava jaka obilježja razgovornog stila unutar stripovnog. Istraženi elementi ekspresivne sintakse upotrijebljeni su kako bi pokazali emocionalna stanja junaka i njihov odnos prema određenim događajima. Također, elementi ekspresivne sintakse pokazali su se korisnim u postizanju govorne karakterizacije likova, u prenošenju dinamične stripovne radnje i u isticanju poruka. Istraženi postupci pogodni su za ostvarivanje živog, dinamičnog dijaloga i ostvarivanje spontanosti. Sintaksičko-stilistička sredstva u stripovnom stilu poslužila su i za formuliranje sažetog, lakoničnog izraza koji je jedno od osnovnih obilježja stripovnog stila.

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MULTILINGUAL STUDENTS IN EDUCATIONAL TRANSITIONS: THE RELATION BETWEEN POSITIONINGS AND CHOICES

The planned presentation reports the first findings from my ongoing PhD project, which investigates identity constructions (Lucius-Hoene/Deppermann 2004) from multilingual students who find themselves in a period of educational transformation during the transition from lower secondary level up to upper secondary level. In this grounded theory study (Charmaz 2014), I was – by now – collecting and analyzing **a.** interview data from seven students who have

recently entered the upper secondary level and **b.** observation data from three days where I participated in consultations conducted in lower secondary schools. As I have a special interest in investigating the link between constructions of reality (through language) and the meanings attributed to acceptances and refusals with regard to educational pathways, I am analyzing parts of the data within a discourse-historical approach (Reisigl/Wodak 2016).

First results suggest that the students' choices are strongly intertwined with the (assumed) positioning of their parents and peers. Furthermore, there are similar patterns in the linguistic construction of school-related themes in the data from students who find themselves in a rather precarious situation. The overall goal of the study is a better understanding of educational transitions from a subject-oriented view (Kramsch 2009) – paying tribute to the fact that despite of the fact that multilingual students live in very heterogeneous contexts, most of them have to deal with same barriers in the still often “monolingually” (Gogolin 2008) oriented Austrian school.

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PERSPECTIVES ON LANGUAGING IN MIGRANT MOTHERS' DAY-TO-DAY LIVES

This paper studies the opportunities that migrant mothers in Finland have for learning the local language, Finnish, in their day-to-day environment. The study focuses on languaging (e.g. Swain 2006, 2011), which refers to a situational activity aimed at collaborative meaning-making. In these mothers' everyday contexts, named languages are approached by action which gives rise to a dual function: while language is understood as a target, it is also used as a central tool in action. Methodologically, a discourse-ethnographic perspective of nexus analysis (Scollon & Scollon 2004) is adopted to analyse the data. The ethnographic data, collected in 2012–2018, comprises interviews, observations, field notes, audio-recorded interaction situations, and photographs taken by the participants and the researcher.

According to the analysis, these mothers' languaging situations can be divided into two types: pastime situations, namely contexts in which the only aim is to pass time in the company of others, and goal-oriented managing situations. The study shows that both managing and pastime situations serve as a site for language socialization, and offer an opportunity to become accustomed to the way in which local language users act both linguistically and culturally. The results indicate that the linguistic material provided in pastime situations is more specific than that in managing situations, since the issue at stake is a reciprocal desire to spend time together and not just the need to get through the situation.

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WHAT MAKES A GOOD ENGLISH TEACHER? ENGLISH TEACHERS' PERCEPTIONS OF TEACHER COMPETENCES

The paper investigates perceptions of teachers of English as a foreign language in Bosnia and Herzegovina concerning teacher competences in 21st century. The pivotal role of teachers and their effects on student achievement have been confirmed in a number of studies. In Europe, foreign language teachers are recognized as social agents with important roles in the rapidly changing world. A number of strategies and reports have been published promoting the importance of teacher competences, including The European Profile for Language Teacher Education and the European Commission Report Supporting Teacher Competence Development for Better Learning Outcomes.

The first part of the paper provides an overview of the relevant sources concerning teacher competences. The second part of the paper presents answers of English teachers in Bosnia and Herzegovina to the question: what are the most important competences for English teachers? The total number of 88 teachers who teach English in secondary schools completed a survey and listed types of knowledge, skills and values which they consider most important for English teachers. The survey results were compared with the relevant strategies and reports. English teachers who teach in our country can provide valuable insights into the profession, especially in terms of the specific cultural context of the region and local communities with their particular practice, objectives and expectations. For the development of education policies, in addition to consulting strategic frameworks by relevant authorities, it is important to consult with professionals who are familiar with specific local sensibilities.

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POLITIČKA LEKSIKA I FRAZEOLOGIJA U ITALIJANSKOM JEZIKU

U ovom radu sprovedena je analiza leksike i frazeoloških izraza ekscerpiranih iz političkih govora bivšeg italijanskog premijera Silvija Berlusconi, vođenih u periodu od 1994. do 2010. godine. Rad pruža uvid u kriterijume klasifikacije političke leksike i frazeologije, na osnovu kojih se analiziraju svojstva savremene italijanske političke leksike i frazeologije. U klasifikaciji frazeologije datih političkih govora poslužili smo se tipologijom frazeologizama njemačkog lingviste Haralda Burgera, ustanovljenom s obzirom na značenje, komunikativnu funkciju i nivo idiomatičnosti.

U cilju doprinosa istraživanju političke leksike i frazeologije sa aspekta italijanistike, imajući u vidu konstantnu ekspresivno-ideološku obojenost datog jezičkog materijala, dolazimo do pet zaključaka: 1) politička leksika i frazeološki izrazi mogu se svrstati u poseban leksičko-semantički podsistem; 2) datu leksiku više čine posuđenice, odnosno latinizmi i francizmi, negoli italijanske izvedenice; 3) sa aspekta supstitucije datog jezičkog materijala, najpouzdanije je govoriti o relativnim leksičkim sinonimima, frazeološkim varijantama, kao i o relativnim frazeološkim sinonimima; 4) sa aspekta idiomatskih i poluidiomatskih izraza istraživanog korpusa, kao frazeoloških izraza u užem smislu, posmatranih kroz prizmu crnogorskog jezika, najviše je zastupljena nulta ekvivalencija, kod ustaljenih fraza nešto više je zastupljena apsolutna od nulte ekvivalencije, dok je kod frazeoloških izraza u širem smislu, odnosno kolokacija iz opšteg frazeološkog fonda italijanskog jezika, kolokacija i terminoloških frazeologizama užeg političkog diskursa, iz oblasti prava, vojno-policijske struke, iz oblasti ekonomije i finansija najviše zastupljena apsolutna ekvivalencija. Rad iz perspektive italijanistike postavlja

elementarne osnove za dalja istraživanja, a naučno polje obogaćuje rezultatima analize političke leksike i frazeologije sa više aspekata – sinhronijski, dijahronijski, deskriptivno, supstitucijski, kontrastivno.

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RECONCEPTUALISING “PRACTICE” OF COMMUNITIES OF PRACTICE FOR CLASSROOM LANGUAGE EDUCATION RESEARCH

This paper as part of PhD study discusses the theoretical concept of “practice” drawn from Communities of Practice (CoP; Wenger et al. 2002) and proposes a new understanding of practice for classroom language education research. CoP views learning as participation in practice and learning as merely integral part of attempting to use relevant expertise in the practice. This view has contributed to considering language learning as the process of not acquiring linguistic rules but becoming competent language users. However, critiques question whether the CoP in its original form should be applied to classroom reality concerning some misalignments between the CoP and classroom (e.g. Haneda 2006). The understanding of practice is one of the misalignments, which this paper addresses.

The data of this paper came from interviews, journal-entries of 29 students and class-observation in introductory Japanese classes at an Australian university. The analysis informed by grounded theory approach (Glasser and Strauss 1967) provided the thick description of practice with which students engaged. The description highlighted that the practice in the classrooms was more complex than the CoP assumes. There were 1) learning practice in which students individually memorised/checked relevant knowledge, 2) shared learning practice in which students learnt relevant knowledge with others, and 3) shared practice in which students used relevant expertise, that they were developing, for purposes other than learning. These were seamlessly connected and supported the students’ language learning. This paper concludes with theorising these findings as “practices” which hopes to facilitate better classroom language education research and practice.

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MIGRANT LANGUAGE LEARNERS’ EXPERIENCES OF AGENCY IN THE CONTEXT OF ACADEMIC LITERACIES

This paper focuses on Finnish academic literacies and literacy practices as perceived and experienced by migrant language learners with university degrees from their home countries. Previous research on academic literacy and literacies, in the context of second language learning in particular, has focused on academics and degree students, and on practices that take place within the academia (see e.g. Lea, 2008; Wette & Furneaux, 2018). In contrast, the participants

in this study took part in a pioneering nine-month training which integrated several aspects: language, civic and working life skills studies, and content studies in the students' own academic disciplines. The aim was to support the participants' access to higher education and academic jobs in Finland.

In this paper, I examine experiences of agency in appropriating literacy practices by analyzing language learners' narratives. Following ecological and dialogical frameworks that emphasize the social and dynamic aspects of learning, learner agency is understood as situated at the intersection of the individual and the social (van Lier, 2004). The narratives of four key participants are derived from multiple data sources, including interviews and oral and written reflection tasks, and analysed within content analysis and narrative analysis frameworks (Vitanova, 2010; De Fina & Georgakopoulou, 2012). Preliminary results suggest that learners' former experiences and knowledge can support their agency with Finnish academic texts in multiple ways, and that learners' beliefs are connected to how they perceive themselves agentic. Furthermore, a remarkable change in the student's confidence in reading academic texts can be observed in the course of the training.

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TECHNOLOGY-ENHANCED, GAME-BASED LATE L2 LITERACY AND DIGITAL SKILL TRAINING OF ADULT MIGRANTS WITH LIMITED L1 LITERACY SKILLS

This study investigates late initial L2 literacy development and digital learning of adult migrants and explores Technology-Enhanced Language Learning (TELL), particularly gamification, in initial literacy training of adults learning to read for the first time in their L2 Finnish. Technology is seen to potentially enhance alphabetic literacy training as it enables both intensive as well as extensive exposure and practice. There is still a dearth of research on technology-enhanced practice in adult late L2 literacy teaching and learning, particularly in the Finnish context.

Based on previous research findings on the impact of digital game-based practice on children's literacy acquisition in Finnish, this study argues that also adult emerging Finnish readers could benefit from technology-based literacy training. GraphoLearn (Ekapeli in Finnish), an evidence-based digital learning game – a so-called serious game – was designed for L1 or L2 Finnish literacy intervention aimed at children. The aim of this study is to conduct literacy interventions with the Ekapeli game to explore technology-enhanced, gamified L2 literacy and digital literacy training of adult learners with limited L1 education experience. In highly literate and digital countries such as Finland, dual literacy skills are essential for digital inclusion and active participation in society.

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IRISH LANGUAGE LEARNERS IN CONTINENTAL EUROPE: EXPLORING MOTIVATION IN ‘NON-TRADITIONAL’ MINORITY LANGUAGE LEARNERS

Until recent years, the study of motivation in second/additional language acquisition (SLA) has been overly focused on the English language context. Where motivation in minority language learners has been examined, research has tended to focus on the context within the geographical and cultural boundaries traditionally associated with the languages in question. The aim of this paper is to add to the expanding frame of reference for the study of SLA motivation, specifically, that of minority language learners. To this end, it will report on the qualitative component of an exploratory study carried out, as part of a post-graduate dissertation, on the previously unexamined context of Irish language learners in continental Europe.

The paper will examine learners’ initial motivation and will be based upon data collected from a series of semi-structured autobiographical interviews. A total of ten participants were recruited from seven different countries, through a combination of snowball and convenience sampling. Latent content analysis performed on the interview data revealed interesting divergences between the initial sources of motivation in the sample group and those of learners in more ‘traditional’ contexts. Notably, participants were seen to be attracted to Irish because of the esoteric qualities they identified in the language, as well as the intellectual challenge they saw such a language as presenting. The findings of this exploratory study lend support to emerging theoretical concepts in SLA motivation. Consequently, the data suggest implications for the teaching of minority languages as well as new avenues for language promotion and revitalization.

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RECIPROCAL TEACHING APPROACH FOR STUDENTS’ READING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE

In foreign language learning, reading comprehension is one of the most difficult challenges for many learners. Therefore, teachers are often looking for different ways to help learners to comprehend reading texts. One of the most effective teaching methods is the reciprocal teaching approach, which can be applied for teaching reading comprehension (Ashagh Navaie, 2018). Palincsar and Brown first described it in 1984 as an instructional activity that utilizes four comprehension strategies (summarizing, questioning, clarifying and predicting) in the form of a dialogue between a teacher and his/her students regarding different segments of a text (Yuli & Tiarina, 2013). This approach can also establish students’ active involvement in their progressing and understanding of the reading text. For reading comprehension, although there are three main types of students’ reading comprehension skills; (1) literal, (2) interpretive and (3) critical, it is difficult for teachers to be able to help their students to acquire all of the reading comprehension skills and methods.

This paper highlights the importance of a reciprocal teaching approach from the teachers’ perspective and focuses on some supporting tools to help their students comprehend the reading texts in English. In this instructional approach, the students have to take part in the roles of summarizer, questioner, clarifier, and predictor. Thus, this paper systematically describes what

the teacher's role is by using reciprocal teaching, how to make clear summarization for the reading text (for the summarizer), how to create and ask effective questions (for the questioner), how to clarify the questioners' questions effectively (for the clarifier), and how and what to consider to make predictions (for the predictor).

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FUELING GENDER STEREOTYPES - A COGNITIVE LINGUISTICS STUDY OF METAPHORS IN CAR ADVERTISEMENTS

Conceptual metaphors infiltrate many aspects of human life, from our complex thoughts to mundane activities. They influence our beliefs and attitudes and have the power to promote many things, including merchandise. Advertising companies have recognized this and applied it extensively. Metaphorical linguistic expressions became the perfect vehicle for advertising products mainly due to the process of metaphorical highlighting and hiding. Since conceptual metaphor can shape cultures, and gender is very much a part of any society, it is no wonder that we can find so many gender stereotypes masked by conceptual metaphors in advertisements. The conceptualizations of men and women reflect the stereotypical gender roles, especially if the advertised product is marketed specifically for one of the genders.

The aim of this study is to examine how metaphorical linguistic expressions found in car advertisements are used to promote and sell them to either men or women. The theoretical framework for this study was George Lakoff and Mark Johnson's theory of conceptual metaphor. The research data were gathered and analyzed using a combination of discourse and corpus methodology approaches. Metaphorical linguistic expressions were analyzed and discussed together with the social elements and ideologies that contribute to the stereotypical representation of men and women. The results of the study revealed that car advertisements mainly focus on two gender stereotypes – the physically strong male and female preoccupation with appearance. This, in turn, reflects archaic notions of men as strong and women concerned with a socially insignificant sphere.

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THE MIND – PERCEIVE IT AS YOUR TOOL! THE METAPHORICAL CONCEPTUALIZATION OF THE MIND IN SELF-HELP BOOKS IN ENGLISH AND BOSNIAN/CROATIAN/SERBIAN – A COGNITIVE LINGUISTIC ANALYSIS

Self-improvement has become a widespread topic in the digital era, addressed in innumerable magazine articles, YouTube videos, parents' and educators' campaigns advocating mental health education in schools. Probably the most popular format, the self-help book, tackles ideas around

mental health and how to keep, reshape, or advance it via persuasive language distinctive of its style, often intertwined with metaphor as an important rhetorical tool in this discourse.

This paper, from a cognitive linguistic perspective, examines the metaphorical conceptualization of the mind and the metaphorical expressions pertaining to the mind as a target domain identified in two self-help books. Prolific Croatian author Bruno Šimleša discusses human relationships and spirituality in the modern age in his book *U rukavicama mi je ionako prevruće* (2012). American authors Joseph Ciarocchi, Louise Hayes, and Ann Bai in *Get out of your mind and into your life for teens* (2012) intend to aid teenagers to live a more mindful life. Specifically, Conceptual Metaphor Theory is applied to analyse the ontological (e.g. the mind is an object) and structural (e.g. the mind is a machine) metaphors, commonly discussed by cognitive linguists with respect to the mind (cf. Lakoff & Johnson, 1980; Kövecses, 2002). More precisely, it will be investigated to what extent these metaphors are found in both languages and how they are utilized by authors from two diverse cultures for strategic discursive purposes.

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LINGUISTIC SELF-POSITIONINGS OF SECONDARY SCHOOL STUDENTS IN SOUTH TYROL

The Italian province of South Tyrol is known for being trilingual, officially recognizing the languages German, Italian and Ladin. However, individual linguistic repertoires of secondary school students in the area were shown to be more complex (Engel & Hoffmann, 2016). Most research in South Tyrol has focused on German and Italian and has failed to tend to language ideologies and the emotional experience of language, which profoundly shape linguistic repertoires (Busch, 2015).

In my project, I will investigate how students of secondary schools (age 12-18) in South Tyrol perceive and experience their linguistic repertoires. I have conducted qualitative interviews with 24 students selected from 240 students who also took part in a larger project on linguistic repertoires. The participants were asked to colour a language portrait (Busch, 2018), serving as an opening for an interview on their language biographies. I will analyze these interviews using a framework for the reconstruction of narrative identities developed by Lucius-Hoene and Deppermann (2004) on the basis of central tenets of discursive psychology, conversation analysis and positioning analysis. I thus aim to shed light on the students' positionings towards the linguistic resources that make up their repertoires, and on the role that emotional experience and language ideologies play in these positionings.

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THE USE OF FIGURATIVE LANGUAGE IN POLITICAL DISCOURSE IN ENGLISH, GERMAN AND CROATIAN MEDIA DURING EUROPEAN PARLIAMENTARY ELECTIONS

Language in political communication has been subjected to thorough research since ancient times and concisely depicted by Orwell (1946) as being a means designed to make lies sound truthful. While analysing political discourse, Lutz (1999) followed in Orwell's footsteps by introducing a term doublespeak for a political language, which conceals thought and pretends to communicate but really does not. According to Moritz (2015), political language is a powerful tool for eliciting public approval and the way to achieve that is, doubtlessly, to use figurative phraseology, as numerous linguists have proven, such as Fairclough (1995), Van Dijk (2006), Gradečak-Erdeljić and Varga (2009), and Omazić (2015), who created a phraseological profile of political speeches through the medium of various measurable phraseological indicators.

This paper will study the occurrence of figurative language in the current media discourse in the period before, during and after the 2019 European Parliamentary election. More precisely, a quantitative, qualitative and comparative analysis will be conducted on a corpus consisting of newspaper articles from daily press, political magazines and online news portals in the UK, Germany and Croatia. As a result, for each of the three languages in focus, i.e. English, German and Croatian, a phraseological profile will be designed and it will be a starting point for providing more insight into the prevalence of phraseological units and the inclination of the use of conventional or modified forms or even neologisms. Subsequently, the paper will demystify which language is the most abundant in figurative phraseology for political purposes, and it will ultimately shed some light on why precisely metaphorical language is so cherished by political leaders.

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MODAL CONSTRUCTIONS IN ACADEMIC L2 ENGLISH

The present study examines academic learner English from the point of view of modal meanings, especially with regard to the grammatical constructions used to convey them. Modal meanings have an important role in academic writing, as they can be used by writers to distinguish between facts and opinions or to hedge statements that might otherwise sound too assertive, for example. Modal meanings provide an interesting field of study especially with regard to L2 learning, as several studies have found that non-native and native speakers of English differ from each other with regard to the number and types of modal devices used in their output. Most of the previous studies have mainly focused on single lexical items in the L2 output. However, modal constructions or the structural characteristics of modal expressions in non-native use have received less attention.

In the present study, modal constructions are explored with the use of non-native and native corpora of written academic English. Qualitative methods are used to categorize and annotate modal meanings that emerge from the data, and quantitative methods, in turn, are used to model prototypical modal expression across the datasets.

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SPOKEN WORD-BASED TEACHING METHODS IN HERITAGE LANGUAGE EDUCATION – AN ACTION RESEARCH ON MULTILINGUAL PEDAGOGY

My doctoral thesis focuses on language awareness in the heritage language education and its development work. As a part of it, I explore how to practice multilingual pedagogy through spoken word poetry genre materials designed for heritage language teaching. Spoken word poetry is a word-based performing art (see Hertell, 2017) which is increasingly popular among young people in Finland. Due to spoken word and other word-related hobbies such as rap, students have skills that offer a resource for learning. Previous studies (e.g. Hornberger 2005; Baker, 2011) have shown that allowing students to use their whole language repertoire also supports the learning of the standard form of the goal language. I approach multilingualism according to the broad definition, which includes not only different languages but also different language variants and forms of language use (see Aalto & Kauppinen, 2011).

The study is carried out as action research, during which multilingual teaching methods are developed based on a collection of materials which have been previously used for monolingual education. The data consists of written comments and reflections by teachers, teaching diaries and interviews with heritage language teachers. The data is analyzed by using linguistic ethnography.

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STAYING SAFE: INTERACTIONAL PRACTICES IN MILITARY OBSERVER TRAINING

United Nations Military Observers (UNMOs) are unarmed soldiers who are sent to crisis areas to monitor various agreements, patrol demilitarized zones, and help resolve local difficulties. The primary aim of military observer training is to provide UNMOs skills and capabilities that keep them alive in their future missions. UNMOs gather information in the crisis area and pass it forward through their information chain. Information is not only something that is passed forward, but also a valuable safety measure in their daily work. Efficient and lucid information sharing is therefore one of the most critical issues in UNMOs' daily work. Information sharing happens both within the team but also outwards via radio and reports.

This study focuses on how people work in multinational teams in UNMO training, with the focus on interactional practices (both verbal and embodied), language use, and information sharing. The research materials consist of field notes and observation from a three-week course for future UNMOs, video recordings from the course's patrolling exercises, and selected background information from the course attendees. This study is a part of my PhD research that uses a nexus analytical approach (Scollon, 2004), a combination of micro-level interaction analysis and ethnographic perspectives, to examine interaction in multinational crisis management training. This presentation introduces some preliminary findings of verbal and embodied interactional

practices in UNMO training, such as sharing and confirming observations or driving and navigating; and attempts to identify and describe good communicational practices that can be used in multinational crisis management training.

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CATALAN AND SPANISH LANGUAGE TEACHING IN A PENITENTIARY CENTER IN CATALONIA

The communication presents part of the data collected for a Ph.D. about Catalan and Spanish language teaching in a penitentiary center in Catalonia. The aims of the research are 1) to identify the teachers' strategies in order to favor the learning of the Catalan and of the Spanish language in the context, 2) to identify the strategies of management of the language class (Catalan and Spanish) at a penitentiary center and 3) to explore if there is some tension among the teachers' beliefs and their practices. The context of the research is a school of adults inside a penitentiary center of youngsters (18-25 years). The ethnographic research, a qualitative methodology, is used. The participants of the study are four language teachers. The instruments used to collect data are semi-structured interviews and questionnaires, recordings (audio and video), a field diary and finally, didactic resources and materials used by the teachers. Content analysis and discursive analysis will be used for data analysis.

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MIGRANT PARENTS AND SCHOOL INVOLVEMENT IN AUSTRIA

As shown by previous research, children's good performance at school is closely linked to the quality of parental involvement. However, for migrant parents, getting involved in their children's schools can be an extra challenge because of a possible lack of language knowledge and social capital in the context of their new country of residence (Clarck, 2013; Good, 2010; Turney & Kao, 2009). Particularly in Austria, research shows that the involvement of migrant parents in schools is indispensable to guarantee their children's success (Schnell, 2015).

Considering this panorama, our study focuses on those parents with school-aged children who migrated to Austria and now live in a multilingual context. Our goal is to hear the voices of these adults to analyse how they negotiate and construct their identity in order to position themselves as parents and be actively involved in their children's school life. To achieve this goal, we conduct a qualitative research, collecting data from diary entries written by the parents, interviews with parents and school personnel, and observations at school-parent meetings. Here we intend to present our first impressions of a pilot study, which already enabled us to observe some characteristics of the construction of a participant's identity as a parent in the context of her children's school, and her expectations related to parental involvement. The results aim to

contribute with the area of Applied Linguistics, as well as with the enhancement of culturally responsive education, by pointing out positive strategies in the communication of migrant parents and schools.

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ENGLISH LANGUAGE IDEOLOGIES AND POLICIES AMONG UNIVERSITY STUDENTS: A COMPARATIVE STUDY OF CHINA AND FINLAND

Offering multiple perspectives, this poster presentation will report on the findings of a questionnaire and interview study regarding the position, significance and value of the English language in the lives of English language majors from Beijing, China, and Helsinki, Finland. Drawing on research on language ideology, language policy and sociolinguistics, the study hopes to contribute to a better understanding of the role and effects of English in countries where it is the most studied foreign language, but where there also exist active language ideological debates regarding its position. Furthermore, by comparing Chinese and Finnish students' views, this presentation examines the effects of the official language ideologies and policies on them in these historically, politically and culturally different contexts.

The findings presented in this poster are based on a questionnaire conducted in 2017 and interviews conducted in 2018 in Beijing, China and Helsinki, Finland. The results show that while the Chinese respondents highlight the need for English more than the Finnish do, they also portray the English language as a force of invasion. The Finnish participants, on the other hand, do not only have a more neutral disposition to the English language, but also feel more at home with the language – as well as with the culture and values it is thought to be representative of.

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HOW DOES LANGUAGE PROFICIENCY LEVEL AFFECT READING STRATEGY USE?

Reading strategy (RS) use in both the mother tongue (L1) and foreign language (L2) is scarcely researched, even though there is rich literature on RS use focusing on either L1 or L2. Based on the MARSİ questionnaire (Mokhtari & Reichard, 2002), RS could be categorised as general, problem-solving, and support. These are mostly used in this order of frequency in L1 and L2 (Chen & Chen, 2015). However, there is no data about how RS use in L1 and L2 changes with rising L2 proficiency. Therefore, study at hand examines this effect.

The sample included N=163 Hungarian teachers and teacher trainees who reported knowledge of English and/or German. Data were collected on-line with an adapted version of the MARSİ questionnaire. As could be expected, paired sample t-tests revealed that the use of all categories is significantly different in L1 and L2 at the basic L2 level. There is no significant difference

between using problem-solving RSs in L1 and L2 at the intermediate L2 level. The results do not suggest that participants in basic and intermediate groups compensate their L2 shortcomings with RSs. At the advanced L2 level there is no significant difference in using RS categories in L1 and L2. This study demonstrated, in a cross-sectional design and using a self-report instrument and quantitative analyses, how L2 proficiency levels influence RS use with adult Hungarian readers. The findings provide a basis for longitudinal and qualitative studies of the issue.

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EVALUATIVE CHOICES IN HARD NEWS REPORTS AND USER COMMENTS: AN APPRAISAL ANALYSIS

In recent years, researchers have become increasingly interested in the way language is used in the context of news. However, less attention has been paid to the possible effects evaluative language in news articles could have on assessments made in responding user comments. The purpose of this study is to investigate whether the way journalists evaluate political decisions in news reports affects the way readers assess these actions online. To approach this issue, Martin and White's (2005) Appraisal framework, an extension of the linguistic theories of M.A.K. Halliday and his colleagues, has been applied which provides an elaborate structure for the in-depth analysis of evaluation in English.

Results show that evaluative choices in user comments could be related to evaluative choices in hard news reports regarding the categories of Judgement (i.e. the reasons for Judgement), but not with respect to the polarity of Judgement (i.e. positive or negative Judgement). Further, the results reveal that the expected trend of negativity in online comments could be confirmed, and an extreme amount of US related negativity could be detected in comments responding to the news reports. Moreover, the results provide strong support for Jullian's (2011) notion of the power of quotations as attributions could be identified as indirect means of Appraisal for the journalists who produced the reports. Based on the findings of this research, it is suggested that the influence journalists have on the positive or negative assessment of political actions in responding user comments is rather limited.

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ASPECTS SHAPING ACEHNESE EFL TEACHERS' PROFESSIONAL IDENTITY

Teacher professional identity is a major influential factor for teachers' commitment to their professional practices, and is therefore of great interest to educational researchers, including TESOL researchers. However, as most of the research investigating teacher professional identity has been conducted in Western education discourses which are not applicable to non-Western

contexts and has limited focus on English language teachers (Scotland, 2014); there is a need for more TESOL research in non-Western contexts, especially those that are conflict-affected.

To address that gap, this presentation explores aspects that shaped the professional identities of EFL teachers in Aceh, Indonesia. The participants of this study were six secondary Acehnese EFL teachers. All six teachers hold master's degrees from either an Acehnese local university or an overseas English-medium university. The data were collected in three stages, including three interviews and three classroom and two beyond-classroom observations with each teacher. The findings of the study will be presented based on three themes that emerged related to teacher identity: 1) Motivation – the teachers' reasons to pursue English language teaching and a master's degree in ELT were influenced by extrinsic and intrinsic motivations. 2) Agency – to pursue their master's degrees which were not necessary in their contexts, the teachers did some agentic actions. 3) Beliefs – by holding a master's degree, the teachers expressed their beliefs about their future careers. The presentation will conclude with implications for the ongoing discussion on EFL teacher's professional identity study in these contexts.

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THE BREXIT CAMPAIGN IN BRITISH TABLOIDS: THE ROLE OF PASSIVES IN THE PROCESS OF POSITIVE SELF- AND NEGATIVE OTHER-PRESENTATION

There are many different strategies of manipulation that a critical discourse analysis (CDA) can identify in any discourse - political, media, marketing or even scientific discourse. Manipulation, as one of the crucial notions in CDA, can be approached from three different perspectives: as a social power abuse, cognitive mind control and discursive interaction usually involving the overall interaction strategies of positive self-presentation and negative other-presentation that ensure a biased account of facts. These strategies can be applied at many discourse levels, from semantic macrostructures, lexicon, to syntax (usually focusing on active or passive sentences and nominalizations) (van Dijk, 2006).

This paper examines the local syntax in 65 articles from the British mid-market tabloids, the *Daily Mail* and the *Daily Express*, covering the pre-Brexit vote period (February-June 2016). The paper focuses on the passive constructions in the chosen corpus and the main objective is to examine their role and function in a traditionally conservative and anti-EU discourse through a linguistic analysis set within the qualitative theoretical and methodological framework of CDA. The results point at an intricate network of both agentless and passives with agents, contributing to both positive self-presentation and negative other-presentation as the dominant strategies of manipulation in the examined discourse.

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THE RELATIONSHIP BETWEEN SOCIAL NETWORK AND VOCABULARY DEVELOPMENT OF CHINESE STUDENTS STUDYING IN THE UK

Study abroad (SA) is a global phenomenon in higher education and the number of Chinese students has continuously ranked the top among international students in the UK. However, it is noticed that many international students maintain a close co-national friendship network while studying abroad, and their English proficiency does not improve as expected. Situated in SA research, the present study draws on literature from sociology and psychology, showcasing the multiperspectivity of Applied Linguistics.

Employing mixed-methods, this study aims to fill the gap of probing the relationship between social network of SA learners and their vocabulary gains. The tentative participants for this study are 200 Chinese exchange students studying in a British university over one academic year. The social network changes and vocabulary development of students will be tracked at four time points. Learners will complete a modified social network questionnaire (Dewey, Bown & Eggett, 2012) and a number of volunteers will be invited to take semi-structured interviews. Besides, an innovative approach of collecting data of their social media contact will be discussed (Back, 2013). The productive mastery of general vocabulary and phrasal verbs (PVs) will be measured by Lex 30 (Meara & Fitzpatrick, 2000) and a productive PV test (Garnier & Schmitt, 2016) respectively. The present study aims to reveal the relationship between features of social network and vocabulary gains of Chinese students in the UK, and find out the significant social network predictors of their vocabulary gains. The initial results in piloting will be introduced.

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ENGLISH LANGUAGE TEACHERS' COMPETENCIES IN TEACHING STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

Numerous studies suggest that foreign language education promotes diversity and an inclusive classroom culture (Kelly et al., 2004; UNESCO, 2005; Smith, 2006). With the rise of globalization and English as a lingua franca, qualities such as tolerance and social awareness have been integral to English language teacher education. The introduction of inclusion further emphasizes the urge for adequate teacher preparation and professional development in inclusive practices. In this paper, I present part of my ongoing PhD research the purpose of which is to analyze elementary school English language teachers' competencies in teaching students with specific learning difficulties with regard to inclusive policies in English language education in the Canton of Sarajevo, Bosnia and Herzegovina (BiH). The implementation of inclusive education in BiH faces many struggles, some of which are the lack of National Regulations on Inclusive Education, adequate teacher training programs, and in-depth impact evaluation. The research will employ a mixed-methods approach. A combination of content analysis, questionnaires, and focus groups will allow for triangulation of the research methods and provide comprehensive data. The research at hand will substantially advance scientific and practical knowledge on the role of inclusion in English language education.

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