



National Forum for English Studies, 26-28 April 2023

Abstracts (in chronological order)

Wednesday, 26 April

13:15-14:15; Pi Keynote talk

Fiona Farr

Reflection, retroreflection and introspection: Researching professional practices in English language teacher education through corpus-based discourse analyses

In this talk, I will explore the diverse and fascinating world of (English) language teacher education (ELTE), a field in which I have been immersed for the past twenty-five years, both as a practitioner and a researcher. I will do this through the lens of reflective practice, what it is and how it gets done in teacher education contexts. Having explored some of the relevant theoretical discussions and previous research in the field, I will outline a number of research studies in which I have engaged over the past two and a half decades. Although my primary research methodology centres around corpus-based discourse analysis of the Teacher Education Corpus (TEC) I have built and worked on collaboratively over this period, I also explore the importance of mixed methodologies for better insights and interpretations. Several relevant themes and linguistic exponents will be investigated, with real data from the corpus and some of my research projects. The talk will finish with a discussion of the future of research in this area and its implications for practice in ELTE professional contexts.

Wednesday, 26 April, 14:30-16:00
Presentation session in room Pi

Shaun Nolan

Visual Thinking Strategies in the English language classroom in Sweden: A “meta-visual-lingual” activity in the service of language teaching

Visual Thinking Strategies (VTS) is an inquiry-based pedagogical tool grounded in teacher-student discussions. It was created originally to improve a participant's ability to interpret, describe, and analyze imagery and do this through active observation and collective discussion. In this presentation, I will explore how VTS goes beyond visual literacy and is a highly adaptable elicitation and communication technique for language learning and in developing reciprocally respectful communication skills, which are very relevant for English language teaching in Sweden. VTS could be described as a “meta-visual-lingual” activity as it is the act of talking out loud about the thinking inspired by a visual object. And this, especially when part of the activity's focus is language development. The impact of VTS could be significant in the Swedish education system. It has proven very effective in nurturing the abilities and skills which are valued in Sweden such as those explicated in the compulsory school curriculum. VTS has also proven to be a very efficient technique in language teaching and can directly help to fulfil several of the ambitions of the curriculum and the English language syllabus.

Keywords: visual thinking strategies, English language classroom, Sweden, democratic education, communication

Marie Nordlund & Denise Bergström

Learning English on the way to school: Supporting language learning as a part of an active school transportation intervention

The school day does not have to begin only when the school bell calls. It could actually start already when pupils leave their homes, as their way to school could be used to promote language learning as well as physical health. In this paper, we present the development of quests aimed to support teachers in working with EFL learning in an active school transportation intervention. Active school transportation (AST), such as biking or walking to school, is a programme developed to promote more daily physical activity (Lindqvist & Rutberg, 2018), as it has been shown that a majority of Swedish children do not meet the WHO recommendations of 60 minutes of daily physical activity. The idea behind AST is that pupils are given quests to perform on their way to school, to gamify the transportation route and enhance motivation. In the English quests, current EFL research and the curriculum were used to form activities that would facilitate learning and empower pupils by using their experiences as a starting point for working with, for example, grammar or vocabulary. We present tasks developed to support physical activity and language learning and reflect on how learning English can be a motivational tool in health promotion. By integrating learning activities to the quests on the way to school and using the quests as a starting point for teaching, the intervention can be a way to facilitate pupils' learning, both in and outside of the classroom.

Keywords: EFL, active school transportation, gamification, learning activities, motivation

Reference:

Lindqvist, A. K., & Rutberg, S. (2018). One step forward: Development of a program promoting active school transportation. *JMIR Research Protocols*, 7(5), e123.

<https://doi.org/10.2196/resprot.9505>

Wednesday, 26 April, 14:30-16:00
Presentation session in room R1-141

Anette Svensson & Katherina Dodou

Literature education in a changed educational landscape

The background to this project is a changed educational landscape. One such change is the educational reform of 2011 where focus was on aligning the teacher programmes with the missions of the school and preschool. The main mission of Swedish schools is for all students to meet the learning outcomes in all subjects. This puts an increased responsibility on teachers who need not only competence in the specific subject, but also pedagogical competence to create positive and productive learning contexts. It also places demand on teachers to shape the educational practice so that every student's needs and conditions are met. Hence, the teacher programmes focus on learning the subject as well as learning to teach the subject. Teacher education is, since the reform, more closely connected to the teacher profession.

Against the backdrop of this changed educational landscape, the aim of the study is to explore attitudes and experiences of teacher educators teaching literature and literature education at the primary and secondary teacher programmes, in order to discuss the mission, conditions and demands relating to teacher education.

The empirical data consists of semi-structured interviews with 22 teacher educators, who contributed with their experiences of teaching literature courses in the primary and upper secondary teacher programmes. The preliminary results show that even though teacher educators did not initially choose to work at teacher education programmes and they knew little about teaching English literature in school, they are positive towards teaching literature courses in teacher education.

Keywords: literature education, literature teaching and learning, teacher education, teacher programme, higher education

Karin Molander Danielsson

Ways of learning: Animal mediators of knowledge and liberation in The Wind on the Moon

Nonhuman animal characters in stories for children historically have a didactic purpose, often, as in fables, to expose the human through the behavior of the non-human or to advocate control of unwanted behavior. Sometimes, as in Kipling's *The Jungle Book*, even though the animal characters do not escape anthropomorphism, they also teach the child character, and the reader, about the world of nonhumans.

Possibly inspired by *The Jungle Book*, and exhibiting even more interesting examples of nonhuman teachers, Eric Linklater's *The Wind on the Moon* (1944), Carnegie medal winner and still in print, remains curiously neglected by scholars. Given its wartime publication, the novel's celebration of freedom and its plot of a series of liberations of political prisoners, are not surprising. However, here the motif of human imprisonment is strongly connected to that of zoo-animals. Moreover, as the children liberate animals and other prisoners, they also unlock knowledge about nature, the lives of animals, and different ways of learning. The unfocused and irrelevant teachings of their governess are contrasted against the mindful and essential knowledge mediated by the puma and the falcon: how to see and listen, how to find your way, and how to value freedom.

This paper discusses how *The Wind on the Moon* connects learning to the liberation of body and mind, and to the value of the teachings of nature and nonhuman animals.

Wednesday, 26 April, 16:10-17:30

Parallel discussion sessions

1. *Didactic perspectives on learning and development in the subject of English – in theory and practice*

(Susanne Greés, Lisa Johansson, Britta Bergstedt & Jessika Nilsson; Room Pi)

This discussion session aims to present a project initiated by four adjuncts within teacher education at the English faculty at the University of Gävle in the Spring of 2022. The project was based on the societal challenge of teacher deficiency with some 36.000 subject teachers lacking by 2033 (SCB). With extensive teaching experience from both compulsory and upper-secondary education, together with professional development in fields of English didactics, we saw an opportunity to contribute. It was a joint venture between the English department at HiG via RucX, the regional network between schools and the university of Gävle, as part of professional development for subject teachers, 7-9 and upper-secondary education. Moreover, the aim was to strengthen the link between theory and practice and to create an interest in research within the field of English didactics, connecting knowledge of current research to teachers' own teaching practice. Based on the expertise of the adjuncts, three seminar topics were selected; *Foreign language anxiety, World English and Assessment of student texts*, which constituted of introductory lectures, workshop sessions, and reflection.

The project was very successful and will continue in the Spring of 2023 to further inspire practicing subject teachers as part of their professional development.

Hence, the main focus is to evoke discussions on this societal challenge, sharing expertise and ideas on how to strengthen teachers' self-efficacy so that they feel empowered to remain in their profession. Furthermore, teacher student retention in teacher education may also constitute a point of discussion.

Keywords: teacher deficiency, professional development, English didactics

2. *English teacher education: Working with differentiation and multilingualism*

(BethAnne Paulsrud & Parvin Gheitasi, Room R1-141)

The aim of this discussion session is to consider the challenges and opportunities of working with English language learning and teaching (ELLT) in teacher education for the compulsory school (Years 0-9). The rationale for the session stems from our own experiences and observations as teacher educators of ELLT, our interactions with colleagues and students, and our own research. We see a need to examine how we are preparing students to teach English in the increasingly linguistically and culturally diverse Swedish school. We plan to focus on two areas warranting discussion: differentiation and multilingualism. For each, we wish to explore best practices for our own teaching of a diverse student population as well as for how we may best prepare students for their future teaching in Swedish schools. First, we aim to discuss how teachers can work with differentiation to manage the needs, expectations, and emotions of high and low-proficiency English language learners. Second, we will consider the role of multilingualism in ELLT, especially in light of the new emphasis on multilingualism in the 2022 Swedish curriculum for the compulsory school. Both the role of students' linguistic resources and their understanding of how to work with multilingual pupils in the English classroom will be in focus. We anticipate an open, engaging discussion with fellow teacher educators on the challenges and opportunities regarding differentiation and multilingualism, as well as an exchange of ideas and experiences of best practices that provide strategies for addressing each area in ELLT.

Keywords: English language learning and teaching, teacher education, differentiation, multilingualism, best practices

3. *Great expectations? On the challenges of creating a sustainable MA-level program*
(Peter Wikström, Maria Holmgren Troy, Nicklas Hållén & Andrea Schalley; Room **R1-142**)

We propose a discussion session on the topic of MA-level education, and specifically on the challenges of creating a sustainable MA-level program. We especially invite all delegates who are involved in MA-level education to participate in the discussion. The purpose of the discussion session is to explore strategies of developing sustainable and high-quality MA-level offerings in English in Sweden.

We will introduce the session with a 20-minute presentation describing our own experience of MA-level education, and recently of launching a new distance-based MA program in English with both linguistic and literary specializations. In this presentation, we will describe our aims with the program, and the challenges that we face in trying to maintain an economically viable MA-level in English at KAU.

After the presentation, we will devote 40 minutes to discussion. We welcome all attendees to share their own experiences of MA-level education. Our aim is to have a discussion focused on key strategic issues, such as student recruitment, the availability of eligible students, internationalization, and the viability of devoting resources to MA-level course and program development. Further, we wish to discuss whether there is potential for coordination across Swedish universities in MA-level development, for instance for developing complementary course offerings to avoid competition over a limited pool of prospective students. Any additional discussion points that attendees want to raise regarding strategic development of the MA-level in English in Sweden will of course also be welcome.

4. *Benefits and challenges of integrating virtual exchange in English teacher education*
(Malin Reljanovic Glimäng, Ingrid Hortin, Sirkka Ivakko & Anna Wärnsby; Room **R1-121**)

For several years now, we have been implementing 6-8 week long Virtual Exchange (VE) modules as part of our programs for pre-service English teachers (K-3, 4-6, 7-9, and the upper secondary school) at the department of English Studies and Education at Malmö University. The purpose of offering pre-service teachers the opportunity to participate in VE during teacher education is twofold: first, to develop their own communicative and intercultural skills, and second, to provide learning-by-doing experiences and models for them to use VE in their own future classrooms.

Understanding global intercultural education is essential for 21st century English teachers who work with the diverse student populations that are increasingly prevalent in today's classrooms. VE is one means of globalizing the English curriculum and promoting critical intercultural awareness through transnational collaboration carried out in English as a shared language (O'Dowd, 2022). However, the design and facilitation of VE projects is pivotal to support students' development of critical literacies (Vasquez et al., 2020) and ensure that they push beyond superficial discussions of difference. Moreover, the design of the VE projects must facilitate a safe learning atmosphere for developing critical reflection in students (Reljanovic Glimäng, 2022).

In this discussion session, we will share insights, experiences and reflections from VE projects and address the before, during and after stages of facilitating collaborative VE tasks. We will present examples of best practice and discuss some of the challenges that we face when integrating VE into teacher education courses in English.

Keywords: virtual exchange, critical reflection, interculturality, educational models, teacher education

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Thursday, 27 April

9:00-10:00, Pi

Keynote talk

Bo G Ekelund

Knowable and unknowable: Communities and the novel

In my keynote talk I will pick up a thread that runs from Raymond Williams's discussion of "knowable communities" (1973) to Fredric Jameson's reflections on the difficulty of representing any collective in narrative (2013). I will add to that thread the perspective of fictional-worlds theory and move from observations on the current vogue for "world-building" in verbal and visual narratives to a closer consideration of knowable and unknowable communities in recent speculative fiction, including Hanya Yanagihari's *To Paradise*, N. K. Jemisin's *Broken Earth* trilogy, and Robin MacLean's *Pity the Beast*. I hope to end up in some as yet unpredictable position, but my investigation is motivated by a fundamental scepticism regarding the representational and political status of "communities."

10:15-11:45

Presentation session in room R1-141

Erik Smitterberg

On and upon in nineteenth-century newspaper English

In this paper, I examine variation between the prepositions *on* and *upon* in The Corpus of Nineteenth-Century Newspaper English (CNNE). With some exceptions, these prepositions occur in the same linguistic environments, as in *They operated (up)on her yesterday*. The main difference between them is that *upon* is more formal (Quirk et al. 1985: 665–667). However, *on* has increasingly been replacing *upon*. Hundt and Mair (1999: 234–235) chart the decline of *upon* in late-twentieth-century English. Their findings make it interesting to examine whether the replacement of *upon* by *on* can be traced back to the 1800s. Furthermore, as *on* is both less formal and shorter than *upon*, an increasing preference for *on* has potential links to colloquialization as well as densification (see Leech et al. 2009). I will examine developments across the nineteenth century; in addition, I consider the type of prepositional complement, the syntactic function of the preposition, and priming (whether either preposition occurs in the preceding context).

Keywords: Late Modern English, *upon*, *on*, colloquialization, densification

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Peter Wikström & Erica Sandlund

On the production and reception of public apologies in the wake of #MeToo

This paper presents work in progress from an ethnomethodological and digital discourse analytic project on the reception of public apologies – or, as the case may be, *non-apologies* – in the wake of #MeToo. Public statements made by men accused of sexual harassment or other transgressions were often received critically by audiences in both traditional and social media, and, specifically, often construed as inadequate, insincere, or failed attempts at apologizing – as *non-apologies*. Our project consists of case studies of such failed remedial efforts, focusing especially on the strategies or member's methods through which participants in public discourse accomplish their critical assessments. In this paper, we present selected findings from our case studies to highlight the complex interplay between how apology statements are formulated and how they are assessed and evaluated, in ways that specifically mobilize the context of #MeToo and of feminist activism. Thus, we aim to shed light on a kind of double articulation in which “folk linguistic” assessment informs political stance-taking just as political and moral commitments inform construals of what does, and does not, constitute an adequate apology.

Keywords: discourse analysis, conversation analysis, MeToo, apologies, folk linguistics

Kajsa Törmä

Navigating outer space through the lens of the English language

Outer space is, and will remain, unattainable for most of us. Yet, we can imagine what being in space would be and feel like. We rely on narratives, both real and imaginary, and try to reconcile these with our empirical knowledge and our embodied experiences here on earth. My PhD project is concerned with this intersection of empirical knowledge, imagination and embodiment, and how the three combine to create our concept of outer space.

This presentation is a first attempt to synthesize the findings of three smaller studies. Relying on cognitive linguistic theory and corpus methods, I have investigated astromotion, moving through space, and how this is construed in American English. I have also looked further into the specific verb *beam* used in science fiction. Finally, I have investigated the prepositions we use to talk about motion from earth to space in both Swedish and English.

The findings of these studies all point in different, sometimes conflicting, directions. Sometimes we use clinical, scientific language, noting the exact speed and force necessary to travel through space, whereas sometimes we zoom around in it effortlessly. We relexicalize verbs used for both water travel and air travel, resulting in the ability to both float and fly through space. And finally, in English we go *into* space whereas in Swedish we go *out to* space. In this presentation, I look at these inconsistencies through the lens of imagination, empirical knowledge and embodied experience.

Keywords: cognitive linguistics, corpus linguistics, motion event, outer space, construal

Thursday, 27 April, 10:15-11:45
Presentation session in room Pi

Pia Sundqvist & M. Sercan Uztosun

L2 English speaking anxiety and perceived competence: Comparing gamers and non-gamers in Scandinavia

Today it is commonly acknowledged that foreign/second language (L2) learning goes beyond the classroom walls. The concept *Extramural English* (EE, Sundqvist, 2009) and its framework (Sundqvist & Sylvén, 2016) offer a theoretical basis for explaining self-initiated activities outside the classroom that contribute to learning, whether incidental or intentional. Studies show that EE may enhance English development among learners of different ages (Hannibal Jensen, 2017; Lee & Dressman, 2018; Rankin et al., 2006) and that it can foster positive affective states (Lai et al., 2015; Lee & Drajati, 2020; Reinders & Wattana, 2015). Further, research has revealed benefits of particular EE activities, such as watching television (Puimège & Peters, 2019), listening to music (De Wilde et al., 2022), and playing video games (Sundqvist, 2019). To date, however, few EE studies have focused on speaking anxiety, a crucial individual difference variable in L2 learning (Woodrow, 2006). This study aims to fill this gap by investigating whether *EE gamers* ($n = 115$) and *non-gamers* ($n = 255$) in Scandinavia (mean age: 30.85; age range: 11–87) differ in terms of self-reported L2 English speaking anxiety and perceived competence (variables: speaking, understanding, reading, writing, pronunciation, oral fluency, spoken accuracy, and overall speaking ability). The participants responded to an online questionnaire. Independent samples *t*-test results yielded statistically significant differences for all variables: *gamers* reported feeling less anxious and having more positive perceived L2 competence. The findings suggest that *gaming* can play an important role in L2 learning by decreasing negative – and increasing positive – affective states.

Keywords: extramural English, gaming, L2 speaking anxiety, perceived L2 competence

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Christian Holmberg Sjöling

Using grammatical and syntactic complexity features to predict grades in student writing

In this paper, I include a wide range of grammatical and syntactic complexity features to test the extent to which different features can predict grades in upper-secondary student writing. The data consists of a selection of graded example texts ($n=142$) provided by the Swedish National Agency for Education (SNAE) to teachers as examples for how to assess the tests and texts graded by teachers ($n=190$) during the actual exams. Grammatical and syntactic features mentioned by the SNAE to positively influence grades include, for example, varied sentence structure and the use of conjunctions. The aim of the paper is thus to try to better understand how the SNAE and teachers assess grammatical and syntactic complexity and how this is reflected in the grades that different texts receive. It is important to note that I am interested in identifying features that show a stable distribution in sequential order across different grades (i.e. that they exhibit a cline from A to F, or from F to A). Preliminary results show that very few grammatical complexity features predict grade in any meaningful way, suggesting that grammatical and syntactic complexity is largely overlooked in the assessment of national tests in Sweden. Also, the SNAE and teachers appear to value different aspects of grammatical and syntactic complexity. In the paper, I will also discuss the general implications of the findings on assessment of national tests, and the ways in which teachers can be helped with assessment moving forward.

Keywords: corpus linguistics, linguistic complexity, assessment, student writing

Olcay Sert, Marwa Amri & Annaliina Gynne

“I’m not gonna silence them” : Transforming situated language policies through evidence-based reflections on classroom interaction

The last decade has witnessed an increasing number of studies that describe the use of multilingual resources in language teaching (Sert 2015) and situated policies for language choice (e.g. a target language only) at the level of classroom interaction (Amir and Musk 2013; Gynne 2019). Research into language-policing increasingly deployed the methodological tools of conversation analysis (e.g. Amir 2013), while studies in the translanguaging paradigm (Wei 2018) drew more on ethnography and interview research (but see Jakonen et al. 2018). We argue, however, that both approaches can be mutually beneficial for understanding the dynamics of language use in classroom-based language pedagogy (Bonacina-Pugh et al. 2021; Seedhouse 2022).

Against this background, using Interactional ethnography (Green et al. 2020) and multimodal conversation analysis (Mondada 2018), this study documents how an experienced English language teacher in Sweden changes, over time, her micro-level language policies in practice. The data consists of 12 hours of video-recorded classroom interactions and two ethnographic interviews in an upper secondary school, collected through multiple cameras, audio recorders, and a digital video tagging tool. Using CA, we tracked the teacher’s “English only” policy and demonstrated how it changes over time. Through interactional ethnography, we showed the ways the focal teacher reflected on her language policing practices when students speak Swedish. We then tracked how the teacher transforms her classroom-language policy, by both encouraging the use of and using Swedish. Our findings illustrate that digital, evidence-based reflections can facilitate change of language-policing practices, yet, this does not necessarily promote pupil engagement.

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Thursday, 27 April, 14:15-15:45
Presentation session in room Pi

Kavita Thomas & Henrik Kaatari

Agreement in analytical and holistic assessment of the English 5 National Test in writing, focusing on the criterion of variation: An interview study of experienced teachers' assessment

Assessment of upper secondary national tests in English varies considerably between teachers (e.g., Tengberg & Skar, 2016; Borger, 2021; Frisch, 2021). This is problematic as it reduces the validity of grades across teachers. The Swedish upper secondary course curriculum (Lp21) involves assessment criteria that focus on clarity and fluency, coherence, variation and adaptation to different contexts. These rubrics appear in grading criteria for the different skills (receptive, productive and interactive), with only small differences in phrasing distinguishing grades. For example, considering variation in written production in English 5, the criteria state 'some variation' for grades E and C and 'varied' for grade A, without specifying what types of variation are required at different levels. Assessing pupils' texts is thus a matter of interpretation. Furthermore, assessment is a multifactorial process, where variation is just one of several criteria used to assess written production, which may explain some of the differences in grades reported by Tengberg and Skar (2016).

In this talk we aim to focus on one area of assessment: variation in written production. We present an interview study of experienced teachers' holistic and analytical assessment of an English 5 student text responding to a National Test writing assignment. We asked teachers to assess texts on individual rubrics and also provide overall grades and explain their reasoning behind the assessment. We aim to illustrate that the variation in grades seen by Tengberg and Skar in reading comprehension also applies to written production and argue for the need for clearer assessment criteria.

Keywords: analytical assessment, National Test, written production, syntactic and lexical variation

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Denise Bergström & Marie Nordlund

Are students given equal opportunities to develop vocabulary knowledge? Swedish EFL teaching materials from a lexical perspective

English proficiency is a core skill for Swedish students today, as is visible in the curriculum for compulsory school where it is stated that school has a responsibility for ensuring that each student can “communicate in English, both in the spoken and written language” (Skolverket, 2022, p. 13, our translation). To reach English language proficiency a substantial knowledge of vocabulary, both in terms of size and depth (Nation, 2022), is necessary. Vocabulary is, however, not prominent in the syllabus for English in Swedish compulsory school and studies have indicated that Swedish EFL teachers do not prioritize vocabulary instruction (Bergström et al., 2022). It has also been found that vocabulary learning is facilitated by systematicity and structure (Schmitt, 2019). The teaching material used in the classroom can be of support in reaching this structure in vocabulary learning, if it provides well-planned input. We have carried out a number of analyses of the vocabulary learning opportunities provided in Swedish EFL teaching materials for compulsory school. Taken together, the results indicate that there is a lack of systematic approach to vocabulary in textbooks throughout compulsory school. Combined with the vague writings in the curriculum, this questions the support given to students in this respect. In this paper, we report on the compiled research findings and discuss the implications for equal opportunities in Swedish schools. We also present future directions for lexical analyses of teaching materials, informed by advances in linguistic research.

Keywords: vocabulary, EFL, teaching materials, compulsory school

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Christian Holmberg Sjöling

Using lexical complexity measures to predict grades in student writing

Writing is one of the key components of language proficiency. Every year in Sweden, upper secondary school students are required to take the national tests of English, which are created by the Swedish National Agency for Education (SNAE) and intended to establish to what extent the students’ proficiency is in line with the course expectations. This paper aims to study the role that lexical complexity measures play in the grading of such texts written by Swedish upper-secondary school students. The data consist of graded example texts ($n=142$) provided by SNAE to teachers in the assessment instructions to illustrate how the tests are to be assessed and a corpus consisting of student texts graded by teachers ($n=190$). The assessment instructions indicate that there should be a cline from the lowest to highest grade

in terms of lexical and phraseological complexity. Therefore, a wide range of lexical (e.g., word frequency, dispersion and diversity) and phraseological measures (e.g., *n*-gram register and association strength) were applied to discern if a sequential distribution between different grades exists. Preliminary results show that very few complexity features predict grade in any meaningful way, suggesting that lexical complexity is largely overlooked in the assessment of national tests in Sweden. The SNAE and practicing teachers also appear to value different aspects of lexical complexity, which may have consequences for their classroom practice and the development of students' writing proficiency. This discrepancy and its possible implications are further discussed in relation to ensuring a fair and reliable assessment practice.

Keywords: lexical complexity, student writing, language testing, assessment of writing

Thursday, 27 April, 14:15-15:45
Presentation session in room R1-141

Julia Fernelius

Tietjens' modernist asceticism: Aesthetics of decline and renewal in Ford Madox Ford's Parade's End

One of the most urgent desires of Christopher Tietjens, the protagonist of Ford Madox Ford's tetralogy *Parade's End* (1924-1928), is to abandon the social and material privileges he enjoys as the son of a Yorkshire landowner. Disillusioned with the British ruling classes, Tietjens seeks to reject his material inheritance and aims to be, in the words of his brother Mark, "out of the world" (Ford 89). Material objects, particularly furniture, are a recurring, if somewhat surprising, narrative point of interest in a series about the disruptive events of the First World War. As critics have noted, "[f]urniture is everywhere in *Parade's End*" (Skinner 65). Yet more than just set pieces, Ford's furniture is rendered in "inextricable interaction" (65) with ideas of class, morality, and nationhood; often appearing as symptomatic of larger cultural and political conflicts. The aim of this paper is to contextualise Tietjens' rejection of what he perceives as the moral decadence of the British ruling classes, whose corruption and negligence is often expressed through a morbid fixation with valuable furniture, within an early twentieth-century cultural and aesthetic framework. I will examine Tietjens' move towards material asceticism in relation to the growing interest amongst avant-garde artists with reinvention, abstraction, and minimalism, and show that through, what has been described as, *Parade's End* "thematic obsession with furniture" (Haslam 45), Ford engages with contemporary discourses on art, design, and architecture. Like many other writers and artists in the post-war years, Ford positions material culture as a site for potential cultural as well as national renewal.

Keywords: modernist aesthetics, asceticism, material cultures, Ford Madox Ford, *Parade's End*

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Joanna Woods

Communicating imagined and potential futures in contemporary anglophone speculative fiction in southern Africa

The main question steering my doctoral research concerns the rhetorical function of contemporary Anglophone speculative fiction in southern Africa. Focusing on short fiction produced between 2008 and 2018, the project delineates this literary production both theoretically and historically. It is the “difference” of contemporary African speculative fiction that needs attention, I argue, and through such difference we might evaluate how this literature manifests as a prominent, collective call to de-colonise dominant ways of seeing. The methodological choice to view the fiction within a rhetorical framework complicates the duality of culture and text characteristic of cultural studies and focuses instead on how communication between and relationships among texts, writers, publishing agents and readers function. This is relevant in an English studies context at large, but also especially relevant in an African literary studies context because such approach works to bypass practices of silencing and the appropriation of certain perspectives, reorients agency, and redirects the conversation to focus on interactions between literary actors more closely. Since little attention has been paid to African literary narratives from a rhetorical angle, even less to African speculative texts, an effort is made to fill this gap using pragmatic frames (Bitzer 1968), rhetorical narrative (Phelan 2007), and the “literary field” (Bourdieu 1993). The project addresses a number of important gaps by providing perspective on short speculative fiction in the southern region of Africa. It also draws attention to various questions that will need further study in the field of Afrofuturism and Africanfuturism.

Keywords: rhetoric, literary field, speculative fiction, Africa

Emma Clery

Jane Austen’s Sense and Sensibility: Protesting Paradise Lost

Recent years have seen a remarkable re-evaluation of the poetry of William Cowper. *The Task* has become newly topical in present times, as a manifesto for peace, liberty, racial equality, environmentalism, and universal rights including the rights of animals. These new insights should in turn lead to a rethink regarding his place in Jane Austen’s first novel, as the favourite author of Marianne Dashwood. I argue in this paper that reading the novel in close association with *The Task*, and its intertext Milton’s *Paradise Lost*, should inform our ideas about the politics of Austen’s domestic fiction.

Friday, 28 April

9:00-10:00; Pi

Keynote talk

Tom Morton

Rethinking the roles of English as a medium for teaching and learning at university: Putting knowledge practices at the centre of the picture

In this talk I will argue that university English Medium Instruction (EMI), which is the teaching of academic disciplines through English in non-Anglophone countries, is somewhat fragmented at the levels of conceptualization and practice.

I will propose that putting knowledge and knowledge practices at the centre of EMI can help to overcome fragmentation, address issues such as content and language integration and teacher professional development, and provide a basis for cumulative knowledge building in the field. I introduce Legitimation Code Theory (LCT), which is a realist sociological framework for investigating and improving knowledge practices. It offers a conceptual toolkit to be used in empirical studies which reveal the underlying organizing principles of knowledge practices in different fields. LCT can be used in interdisciplinary studies in combination with other frameworks (such as Systemic Functional Linguistics) and is adaptable to a wide range of qualitative and quantitative methodological approaches.

I present an overview of LCT (particularly its three dimensions of Specialization, Semantics and Autonomy). Using data from an ongoing research project, I then show how each of these dimensions can address specific issues in EMI research and practice, using a range of methodological approaches, such as Multimodal Conversation Analysis, and quantitative, corpus-based techniques using text-annotation software. I suggest how the results achieved so far can be further developed into video-enhanced training and professional development activities for lecturers in EMI programmes.

10:15-11:45

Presentation session in room Pi

Lars Liljegren

Teaching English as a lingua franca? – Implications for teachers of English

In recent decades, English has grown worldwide, and most English speakers are now second-language users, making English the world's lingua franca. As language does not occur in a vacuum, for a long time, traditional language teaching, both in universities and in schools, has focussed on teaching social and cultural aspects of the so-called "English-speaking world". However, whereas knowledge about English-speaking cultures certainly enables better communication with speakers from these, the fact that most English speakers around the world come from outside the English-speaking world, with different communicative strategies, norms and expectations, seems not to have resulted in any major changes in the way English is taught in either schools or universities.

As most English speakers use English as a lingua franca, learning about communicative norms and strategies in different cultures worldwide may be just as important as knowing how the U.S. presidential elections are carried out, or who is the British Prime Minister. Thus, this paper argues that whereas the teaching of English as a second language should not abandon the social and cultural aspects of countries such as the UK, Australia and the USA, more

attention should be given to aspects of general intercultural communication. To achieve successful communication in a global perspective, universities should focus more on teaching culturally different communicative strategies, considering sociological and linguistic notions such as habitus, field and capital as well as aspects such as politeness theory, personal territory, body language, facework etc.

Henrik Kaatari1, Ying Wang & Tove Larsson
Introducing the Swedish Learner English Corpus

In this paper, we introduce the Swedish Learner English Corpus (SLEC). SLEC is a recently compiled learner corpus containing argumentative texts written by Swedish junior and senior high school students. The first version of SLEC includes 1,098 texts with a total of 481,155 words. SLEC provides rich metadata on the students' background, making it possible to empirically study relations between the linguistic properties of student texts and various extralinguistic and learner variables. What sets SLEC apart from many other learner corpora is the fact that it contains detailed information about the students' extramural English (EE) activities (i.e., English-language activities that students engage in outside of the classroom). Specifically, the corpus includes information on how many hours per week students (i) read in English, (ii) watch TV shows or movies in English, (iii) engage in conversations in English, (iv) use social media with English content, and (v) communicate in English while playing computer/video games. In addition, a subset of SLEC has been orthographically cleaned to allow for higher accuracy in terms of (i) lexical searches, (ii) type-token counts, and (iii) automatic identification of syntactic complexity features. SLEC also includes a subset that has been assessed for proficiency using the CEFR scale. In the paper, we will describe the compilation process and give a detailed presentation of the metadata included. We will also discuss and exemplify different ways in which the corpus can be used by both students and researchers.

Keywords: corpus linguistics, learner corpus research, corpus compilation

Elisabeth Wulff Sahlén, Thorsten Schröter & Olcay Sert
Corpus-driven professional development: A collaborative auto-ethnography

Recent research has shown that reflecting on one's own teaching and language use fuels professional development, especially if reflection is data-led (Mann & Walsh, 2017; Sert, 2021). Data-based reflections can lead to "reflections for action" (Schön, 1987) and can thus become transformative if they are collaborative. One of the ways data-based reflections can be facilitated is to use corpus-data of classroom interactions, as this can help practitioners to explore and change pedagogical beliefs and practices (Farr & O'Keefe, 2019, p. 277). Against this background, we designed a professional development project in which a corpus-linguistic tool was utilized to analyse and reflect on the language use in our own recorded lectures in order to develop the quality of our lectures and seminars. We implemented collaborative auto-ethnography (CAE), which can be used to analyse documented collaborations through internal and community dialogues that are "self-focused, researcher-visible, context-conscious, and critically dialogic" (Chang et al., 2013, pp. 22–23). In CAE, different co-researchers work collectively to contribute to their data collection process, interpret, and analyze their data (Wang & Mercer, 2020, p. 260). Our data consists of 31 pages of written reflections, 7 hours of screen recorded video interactions (3 meetings), and their transcriptions, which were analysed using thematic analysis (Braun & Clarke, 2012). Our findings show that corpus analysis of one's 'teacher language' combined with

'collaborative reflections' promote, and provoke (Schön, 1987), rich reflections and lead to, what we call, snowball reflections. These collaborative reflections on language use then become a springboard for deep pedagogical reflections, feedback, and discussions on phenomena like student engagement and many other aspects of pedagogy.

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Friday, 28 April, 10:15-11:45 **Presentation session in room R1-141**

Vicky Angelaki

Towards an environmental theatre community: Crises, possibilities, pedagogies

We live at a time of an extraordinary climate emergency, which is setting up new agendas regarding measures towards joint and large-scale international interventions for crisis management and environmental preservation at the level of governments as well as of individuals. Regarding such measures, the main concerns are mobilisation and implementation towards the adoption of the environmental cause at an individual and private, as well as collective and public level.

This paper proposes that due to its embodied, interactive and immediate ways of working, theatre has a unique capacity amongst the representational arts to promote and serve such an agenda, enhancing civic conscience towards acts of engagement and crisis counter-action. As the COVID-19 pandemic experience has shown us, the possibilities for the dissemination of such ideas have scope to occur digitally, and, therefore, less environmentally transgressively, as well as in person, within the shared physical presence of others, as had been the predominant performance context prior to the pandemic.

This paper, therefore, will foreground the capacity of contemporary British drama towards community formation and mobilisation. In considering representative, selected examples of how contemporary theatre has specifically engaged with the environmental question, this paper will also probe emerging methodologies of doing theatre (more) sustainably, towards acts of fostering a closer interconnection between active spectatorship and civic engagement. This will involve concerns relating to environmental pedagogies and sustainability imperatives, as well as their cross-possibilities and impacts. The latter will enable me to offer some conclusions as to interventionist environmental pedagogies, both in terms of audience (theatre) and student (classroom) communities, probing how theatre can be used as a tool towards heightening not only awareness, but also agency.

Keywords: environment, climate crisis, agency, citizenship, engagement

Sheila Ghose

Genre and hydro-citizenship: Arundhati Roy's "The Greater Common Good" and Amitav Ghosh's The Hungry Tide

What forms are available to us to narrate the climate change catastrophe that is facing us? How can we effectively understand and convey the emergency of it? Amitav Ghosh calls attention to the limits of our narrative forms for such an understanding, particularly focusing on the insufficiency of the genre of the novel, one of the predominant contemporary media for narrating our selves and our relationship to the world. He terms our understanding of our present time as The Great Derangement, one which demands that we make room for the improbable in climate narratives.

This paper will take as its starting point this question of genre, looking at Arundhati Roy's activist essay "For the Greater Common Good" and Amitav Ghosh's novel *The Hungry Tide*. Both texts deal with Indian bodies of water, in Roy's case the river Narmada, and in Ghosh's, the Sundarban delta in West Bengal. I investigate the ways the texts are firmly tied to these geographical locations, and how the motif of water allows the writers to challenge the power structures that marginalize and displace people that depend on them for their living. Looking at the texts together, I take my lead from Ghosh's reflections on genre, and trace the ways they achieve such a challenge by embracing uncertainties and awe. In this way, I investigate ways that the authors' use of genre might lead to an understanding of the importance of global hydro-citizenship, a form of environmental citizenship.

Keywords: environment, climate crisis, agency, citizenship, engagement

Gül Bilge Han

Futures past: Anticolonial solidarities, Lotus, and world literature

This paper explores Cold War-era literary engagements with anti-colonial solidarity movements enabled by "Afro-Asian Writers' Association" established at the Tashkent conference of 1958. I focus on the association's literary magazine, *Lotus*, and argue that its publications made possible new spaces of encounter between the vernacular literary forms and decolonizing cultural practices of the Global South. The publications of the magazine constitute an important but underexplored textual archive, offering alternative literary imaginings of solidarity, founded on the idea of South-to-South anticolonial and political solidarities. By focusing on authors including Alex La Guma and Grace Ogot, published by the magazine, I show how the magazine's past literary imaginings enact anticipatory visions of collectivity (a common "we") that assert solidarity as a "world-making" activity. Their texts envisage the "we" of solidarity as a contested space, based not on social cohesion, but on conflicting subject positions with utopian aspirations oriented toward a decolonizing future. Examining their engagements with solidarity and futurity not only reveals the forgotten political imaginaries of world literature emerging through their texts. Given the significance of solidarity in contemporary politics, examining the literary solidarities of the past might also enhance our current theorizing, revealing the limits and possibilities of our existing lexicon.