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APPLIED LINGUISTICS



CONTEMPORARY CROSSROADS IV: STUDIES IN ENGLISH APPLIED LINGUISTICS

Book of Abstracts

16 June 2023

**CONTEMPORARY CROSSROADS IV:
STUDIES IN ENGLISH APPLIED LINGUISTICS**

A Conference organised by
the Department of English Applied Linguistics (DEAL)
at Eötvös Loránd University
16 June 2023

BOOK OF ABSTRACTS

Contemporary Crossroads IV: Studies in English Applied Linguistics

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ABSTRACTS OF PLENARY TALKS

Countering the Prevalence of Hate-rhetoric in Rightwing Populist Political Communication

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The ubiquitous discourse of hate propaganda has been established as routine, banal mode of communication since 2010 when the Fidesz-Christian Democrats coalition under the leadership of Prime Minister Victor Orbán first came into power and maintained a super majority in parliament four times to date. The naturalization of a hate rhetoric as ordinary is a major instrument in the regime's so-called cultural war that aims to replace the Hungarian cultural and academic elite and restructure their institutions with ones loyal to the regime. This order of hate speech has stigmatized several categories in the regime's propaganda, producing and reproducing four tropes of hate as empty signifiers (Laclau 1996) implicating one another without actual mention through a chain of equivalences. Its discourse strategy draws on naturalizing the contradictory relationships articulated across the tropes while underscoring the difference as absolute between 'us' perceived to be threatened by 'them', any of the four explicitly targeted tropes.

I shall argue that an effective rhetoric of critique should not be pitting reasons against the dominant mode of political communication above all because wielding the power to reset the terms would be not only unimaginable but also because it would keep us caught within the dominant logic of meaning making. Instead, we should focus on stepping aside and underscore the overlaps, the similarities, mobilizing a categorization that makes use of relative distinctions in opposition to the regime's investment in absolute distinctions. This shift can be made possible by the intimation of the effect of trust instead of hate. I shall argue that emotions are acts, they do things, as Sara Ahmed (2004) contends. Consequently, trust can be seen as a social practice that does not necessarily require absolute sameness. It is negotiated out of experiences of discomfort without transcending the participants relative difference – as argued by Clare Hemmings (2012). To demonstrate the explanatory power of solidarity mediated by a dialectic understanding of trust, I shall expose the logic of hate informing the four legislative activities of the Hungarian government over the pandemic that are all contesting the meaning of the category of gender, only to stigmatize it as a 'legitimate' target of hate, stigmatizing any group associated with it.

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Teaching and Assessing English for Academic Purposes

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The first aim of the talk is to give an overview of the developments in the fields of teaching and assessing English for General Academic Purposes (EGAP) that have shaped the ways in which EGAP is currently taught and assessed at tertiary level in those settings where academic literacy instruction is informed by the latest theoretical and empirical research developments. The key concepts that will be discussed are integrated teaching or learning tasks and integrated assessment tasks that operationalise discourse synthesis. The second aim is to delineate the challenges faced by academic literacy developers in Hungarian tertiary education and to describe how these challenges were addressed in the 2006-2022 period at the Department of English Applied Linguistics, Eötvös Loránd University, by means of a series of theoretical and empirical research studies conducted in order to develop academic skills course syllabuses informed by the state of the art. The talk concludes with the provision of some recommendations for the benefit of the most important stakeholder: the student.

ABSTRACTS

The Role of Tasks in Language Instruction: Teachers Perceptions

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When exploring language instruction in classroom settings, the investigation of the learning process should also consider teacher characteristics, as teachers have a great impact on these. Without understanding the way teachers conceptualize learning processes, it is difficult to investigate learners' dispositions. Therefore, the aim of this qualitative interview study was to shed light on different ways Hungarian high school teachers conceptualize basic units of instruction. The rationale of the research was provided by the assumption that the way teachers think about and make sense of language tasks that form part of their methodological repertoire is likely to influence their teaching practices. Ten teachers employed in three different high schools in Hungary's capital city were interviewed, and the resulting text corpus (64,661 words) was analyzed with the help of the atlas.ti software using thematic analysis. Results indicated that teachers conceptualized tasks at different levels of abstraction, and they discussed a number of issues that they considered important with regard to language tasks, which centered around four emerging themes. Pedagogical implications of the study highlight the importance of studying teachers' cognition related to their classroom practice, while future research should aim to investigate learners' experiences in relation to teachers' cognition.

Critical Discourse Analysis as a Theory and Approach to Study Classroom Code-switching

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This paper will introduce how cross-cultural Critical Discourse Analysis can be used as a methodology and approach to studying code-switching. The study investigates how code-switching is utilized in EFL classes among teachers and students of undergraduate programs at Iraqi Universities. The presentation will show how discourses in EFL classes were collected to explore the functions, motivations, and frequency of code-switching used in the EFL classroom among both teachers and students. The use of this methodology served as a triangulation tool to answer the research questions regarding determining the benefits and drawbacks of using code-switching in EFL classrooms, whether it is deliberately used or spontaneously used. While this topic was researched using traditional qualitative, quantitative, and mixed method approaches, the code-switching between English as the target language and Arabic as the source language in an educational context has not been sufficiently studied in relation to where similar weight can be given to the intercultural factors of the source language. In line with recent trends to employ more culturally responsive teaching, the study will list some pedagogical implications unpacked from the analysis of the data and the result of discussion of this study.

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Enjoyment and Excitement in First and Second Language Communication: An Idiodynamic Approach

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The second-to-second change of emotions in communication in complex dynamic system theory has not been investigated much in detail, specifically positive emotions (MacIntyre & Gregersen, 2012). The present study aims to investigate the relationship between two positive emotions, which are enjoyment and excitement, on a per-second timescale in first and second-language communication by using the idiodynamic method (MacIntyre & Legatto, 2011). Data was collected through a computer software to allow participants to provide ratings of their excitement and enjoyment during performing communication tasks. Also, interviews were conducted to understand the reasons behind fluctuations in each emotion. The participants were two Jordanian bilingual students residing in Hungary, one male and one female. Results indicate that there is a dynamic relationship between enjoyment and excitement in both first and second-language communication tasks. Results suggest that there is a significant positive relation between excitement and enjoyment in both first and second-language communication tasks.

Keywords: dynamic system, idiodynamic, enjoyment, excitement

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From Test-taking Mediums to Identifying Performance Facets in Foreign Language Assessments

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This presentation focuses on performance related to test-takers' choice between test-taking mediums (CBT, IBT, or PBT) in a fully digitalized language examination. According to raw scores, IBT test-takers scored higher than CBT test-takers, in German and English at levels B2 and C1, on the basis of data from 1300 and 5000 test-takers in German and English, respectively. If examination results are only calculated and reported in raw scores, the mediums are bound to affect the assessment results, in which case the mediums would constitute construct-irrelevant variance, which in turn would have to be separated from the construct-relevant variance of foreign language competence. The data being cross-referenced by anchors, follow-up analysis with Many-facet Rasch Analysis (MFRM) made it possible to confirm the existence of the test-taking medium, as a facet of performance. If scores are calibrated with MFRM, it is possible to make them reflect the language proficiency construct itself, rather than the effect of a range of performance facets, including the medium the test was taken in. The research presented will advance our understanding of test-taking mediums, thus contributing towards a revised theory of performance, as well as advancing equity in test-taking. Finally, rival interpretations will be discussed.

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Telecollaboration: A 21st Century Language Teaching Approach?

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The recent global events led to an exponential growth of interest in telecollaboration (TC) among practitioners and researchers (Barbosa & Ferreira-Lopes, 2021), particularly due to the multiple affordances that TC projects offer (Dolly, 2017; Lewis & O'Dowd, 2016). However, such complex and dynamic environments have a number of limitations. Consequently, various parties might struggle to make sense of the vast body of subject literature and properly organize such exchanges. To address this issue, my study adopts a meta-analytical approach (Norris & Ortega, 2006) and provides a synthesis of the recently published research on TC. The reviewed sample comprises 38 journal articles devoted to English as a lingua franca TC project, published between 2016 and 2021. The results of these articles are presented in a consolidated manner that permits all interested parties to quickly examine the newest findings of the literature and implement them in real-life conditions. The findings of this study cover multiple variables of TC projects, in particular, the learner- and project-related ones. Moreover, the advantages and disadvantages of TC exchanges are summarized. Consequently, this research significantly contributes to the ongoing debate on the future of foreign/second language education that will shape the generations.

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A Picture Is Worth a Thousand Words, or Is It? The Role of Pictures in the Objectively Scored Parts of the Advanced Level English School Leaving Examination in Hungary

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Pictures can play an important role in language assessment as they provide a visual context to assessment tasks, which helps students better understand the content of the verbal input. Pictures can provide visual cues to illustrate key concepts or unfamiliar vocabulary, especially if they are of good quality, age- and content-appropriate, and relevant (Alderson & Csereszny s, 2003; Tank , 2005). However, pictures can also negatively affect test takers if they are not organically related to the content of the input (Wiley, 2019). This paper aimed to investigate the use of pictures in the Reading, Use of English, and Listening papers of the advanced level English school leaving examination through the extension and confirmation of the findings of previous studies (Tank  & Andr ka, 2021, 2022) with insights gained from interviews conducted with teachers and students. The results showed that the pictures accompanying the assessment tasks in the three test paper types are occasionally acceptable but mostly dysfunctional for such reasons as quality, relevance, or appropriateness. The talk formulates practical suggestions for assessment task designers and language teachers concerning the use of pictures in reading, the use of English, and listening assessment tasks.

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Anger Metaphors in Khaghani's Diwan: An Analysis in Terms of Conceptual Metaphor Theory

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This study delves into the role of metaphor in transferring language from real-world application to virtual and literary use. Metaphor is a crucial tool for such transfers, and its use extends beyond poetry and literature into the fields of thought and cognition, where it serves various perspectives. In the realm of poetry, metaphors depicting human emotions are particularly noteworthy as they reflect the cultural patterns and values of a language. My study examines the use of metaphors in the poetry of Khaghani, an acclaimed Persian poet known for his unique and fresh metaphors. The study employs a conceptual metaphor approach to analyze the data of Khaghani's poetry and identify conceptual mappings. This paper focuses on the emotion of anger and its synonyms, as Khaghani's poetry features many couplets on this emotion. My analysis reveals 11 anger metaphors in Khaghani's Diwan, which are discussed in detail. The result indicates that metaphor is a powerful tool for creating imagery and emotion in literature, and Khaghani's poetry exemplifies the creative and effective use of this tool. This study sheds light on the role of metaphors in poetry and their importance in transferring language to virtual and literary contexts. It also contributes to understanding Khaghani's poetry, highlighting his unique and innovative use of metaphor.

Keywords: metaphor, poetry, thought and cognition, conceptual metaphor theory, emotion, anger, creative metaphor use, literary context

The Role of Metacognition in L2 Academic Reading: Reporting the Results of a TAP Study

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The presentation discusses the methodological considerations and the main conclusions of a pilot study I conducted on a small sample of first-year EFL majors at a Hungarian university. The objective of the research was to explore what strategies advanced learners of English use when they encounter an unfamiliar academic text. For the data collection, I employed a semi-retrospective think-aloud protocol (TAP), which is considered a reliable way to measure mental realities of this kind. Participants were given an academic text on the topic of attention and were instructed to read the text and give feedback on their experience at regular intervals. The interviews were subsequently transcribed and all potential occurrences of strategy use were grouped according to their (assumed) type and function. The basis for categorization was Mokhtari and Reichard's (2002) taxonomy of metacognitive strategies. Results suggest that participants do indeed use a wide range of metacognitive strategies, of which global strategies (e.g., skimming, making predictions, and activating prior knowledge) are the most prominent ones. At the same time, cognitive strategies directed towards clarifying and analysing information are also abundant in the data. The presentation also touches upon the possibilities of L1 reading strategy transfer at higher levels of proficiency.

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Pronunciation and Accent-Related Beliefs, Views, and Experiences of Future Teachers in Hungary

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The present study examines the pronunciation- and accent-related beliefs, views, and experiences of future English teachers in Hungary. International research shows that teachers might find it challenging to teach pronunciation and its various aspects systematically (Burns, 2006; Darcy et al., 2012; Levis et al., 2016). To implement any change in the way pronunciation is taught, it is crucial to observe a) pronunciation-teaching issues and attitudes to pronunciation development in Hungary and b) the current beliefs of future teachers regarding pronunciation learning and teaching. One hundred twenty-eight second-year English teacher trainees were given a questionnaire containing open and closed questions regarding accent, pronunciation, and pronunciation teaching. The present study only looks at some of the open questions. Comments and responses were analyzed qualitatively, and tendencies and categories were extrapolated, focusing on comments that convey teacher trainees' early beliefs and concepts on "correct" pronunciation and their views about learning and teaching pronunciation. The results indicate that students are optimistic regarding the controllability of pronunciation and sounding native-like; they reported being somewhat, although not entirely, satisfied with their current pronunciation but consciously working on improving it. Their reports also indicate that feedback on pronunciation received in school is insufficient and very general.

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Measuring Students' Perceptions Toward Chatbot Integration in Language Learning

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There has been a growing interest in the use of Artificial Intelligence (AI) in language learning, as evidenced by the increasing number of publications about chatbots (ICALL) over the last decade. Chatbots are computer programs that come in different formats, such as web-based conversational agents, intelligent tutors integrated into social networks and language learning apps, and standalone tools. This study introduces the Chatbot-Human Language Interaction Model (CLIM) as a tool to measure students' acceptance and satisfaction with various chatbots. The CLIM model assesses different dimensions, including linguistic and technological aspects, such as lexical richness, grammatical accuracy, response interval, speech recognition, and chatbot interface. In this study, based on mixed methods and purposeful sampling, seven different chatbots (web-based and app-integrated) were evaluated by 257 EFL teacher candidates who interacted with them independently following a rubric. The participants submitted a transcript of their interaction, an assessment report, and participated in a semi-structured discussion about the benefits and drawbacks of using chatbots in EFL. Data analyzed through SPSS revealed that teacher candidates generally have positive views on chatbot integration in language learning. However, some statistical differences were observed regarding linguistic (vocabulary range, response interval, off-topic) and technological aspects (adaptive user interface).

Keywords: CLIM, chatbot-human interaction, language learning, intelligent tutors.

Top-down Policy Meets Bottom-up: The Mother Tongue-Based Multilingual Education in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

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This study reports the attitudes of kindergarten to Grade 3 teachers in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in the Philippines towards Mother Tongue-Based Multilingual Education (MTBMLE). Moreover, this paper illustrates the issues and challenges which the research participants encountered and identified in the implementation of this top-down educational policy. Furthermore, the investigation presents their suggestions to improve the MTBMLE in BARMM. The data were obtained through a survey questionnaire and interviews from 60 research participants who were teachers at elementary public schools in the three provinces of BARMM: Lanao del Sur, Maguindanao, and Sulu. The results indicate that generally, teachers have a positive attitude towards the MTBMLE policy, and such attitude is influenced by their beliefs and experiences. It was also found that teachers' positive attitude is formed because of the encouraging results in the use of the mother tongue as a medium of instruction. It was observed that learners easily understand the contents of various learning areas; they are more involved in the discussion; and they are more active in classroom activities. However, there were issues and challenges identified by the participants which include the unavailability of material written in the mother tongue, and insufficient training and activities for teachers to effectively implement the policy in the classroom. Thus, participants suggested additional funding, learning resources, and teacher training.

Keywords: MTBMLE, BARMM, teachers, attitudes, challenges, recommendations

Formative Assessment of Vocabulary in Action

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For many Hungarian language learners, summative assessment of language proficiency (such as the final school leaving examination in English) is considered an influential short-term goal (Öveges & Csizér, 2018), and drawing on this, teachers sometimes use preparation for language examinations in their everyday teaching (Csizér & Öveges, 2019). In this study, we investigated how preparing for one aspect of the Hungarian final school leaving examination in English, namely the assessment of vocabulary, can be implemented formatively (Black & Wiliam, 1998) in order to equip learners with an additional tool for autonomous language learning. Thus, the aim of this study was to explore by means of action research the participants' perceptions of formative vocabulary assessment techniques, including formative feedback provided by the instructor and obtained from peer assessment. For this purpose, various types of data were collected from 15 English as a Foreign Language secondary school learners: a written vocabulary task and two revisions (based on peer and teacher feedback respectively), and semi-structured interviews with four participants about their experiences of the formative assessment procedures. The thematic analysis of the data showed that the experiences of learners new to formative assessment varied considerably despite the carefully planned and delivered procedure.

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Discursive Representations of Violence : A Case Study on the Discursive Support of Non-Violence in the English-language Media

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In Chemnitz (Saxony) a murder among people with immigrant backgrounds occurred in 2018, which caused a series of domestic reactions in Germany. A peak of the events was the call by Heiko Maas (then German foreign minister) to a rock concert to celebrate non-violence. Following the Critical Discourse Analytical (CDA) approach, which considers language as a social practice (Fairclough & Wodak, 1997) and aims at disclosing what is implicit in relations of discursively enacted dominance (van Dijk, 1995), the present qualitative case study investigates the positioning patterns of social actors that were narrated in the Chemnitz events in English-language news media discourse. The research seeks to find the characteristic features of the discursive representation of violence regarding the centrality and the marginality of the various social actors in the narration of online newspaper articles (RQ). The study draws on English-language quality media outlets that reported on the concert (2890-word corpus). To reach this aim, van Leeuwen's (2008) sociosemiotic inventory was applied, which analyses narrations along the inclusion–exclusion divide and the activation–deactivation axis. The results of the research suggest that the five groups of social actors were positioned differently in the media discourse.

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Popular Psychology Books in Business English Courses

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In order to create interesting and effective language classes English language teachers and language teaching methodologists are constantly trying to adopt teaching models and classroom activities to students' needs and preferences. One of the main teacher's tasks is to design appropriate materials for the classes and to employ them adequately in the both traditional and online forms. Our focus in this paper will be on materials design for Business English courses. We will provide several suggestions for designing materials for Business English classes based on the selection of books from the field of 'popular' psychology dealing with soft skills. This paper will present some ideas on how the authentic language material from these books can be used to create tasks that are focused on improving communicative competence and some soft skills which are important for success in a business context. The theoretical background of the paper will consider the principles of teaching material design within the framework of the Business English teaching challenges in the modern world.

Keywords: Business English courses, teaching methodology, popular psychology, soft skills

Use of Learner Corpus and Natural Language Processing in Detecting L2 Writing Performance

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Recent technological developments enable (semi) automatic and more reliable annotation of learner corpora, and these corpora have the potential to guide material designers, language instructors and, assessors. Current trends in learner corpus research show that its integration with natural language processing techniques can yield more powerful and pedagogically more convenient results. Following this trend, this study (a) introduces the intersection of learner corpora and natural language processing, (b) elaborates on the related tools used to detect L2 writing performance, (c) reports the results of a study investigating the relationship between lexical sophistication and overall writing performance by incorporating learner corpus and NLP techniques. The findings show that word count, delta-p score (indicating lexical association strength), concreteness ratings, frequency profiles, errors, and overall vocabulary knowledge of the participants can predict the overall writing performance of L2 English users (N = 650) to a certain extent ($R^2 = .47$). To be more precise, longer texts, stronger delta-p, better overall vocabulary knowledge are associated with higher writing scores. On the other hand, higher academic lexical frequency, higher concreteness ratings, and higher error counts are associated with lower writing scores. The findings are discussed in light of the related literature in the field of second language writing and some suggestions are provided considering the future potential of combining NLP and corpus techniques to illuminate second language acquisition research and enhance language teaching and assessment practices (e.g., automated grading), particularly in an environment where online or distance education has become the norm.

Keywords: Corpora, learner corpus, NLP, writing performance

Face-related Expressions in Historical Chinese Peking and Teochew Opera Scripts

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In this study, we investigate the use of ‘face’-related expressions in historical Chinese data drawn from Peking Opera and Teochew Opera scripts. Peking Opera is the most well-known type of Chinese opera, written in variants of Mandarin spoken in Beijing and Hubei Province; Teochew Opera is a traditional drama written in the Chinese Minnan Dialect. In a previous study (Chen et al., 2022), we found a significant difference between ‘face’-related expressions in the Minnan Dialect and Mandarin. On the basis of this result, we challenged the long-held assumption of ‘face’ as a homogeneous concept in Chinese. We also pointed out that while in Mandarin the expressions mian 面 and lian 脸 exist in duality, there is only a single ‘face’-related expression, mian 面, in the Minnan Dialect. In the current paper, we started from the hypothesis that our previous outcome also applies to how ‘face’-related expressions are used in historical Mandarin and Minnan corpora. To investigate this hypothesis, we collected and categorised ‘face’-related expressions from 19 Peking Opera scripts and 19 Teochew Opera scripts, mainly compiled during the Ming and Qing periods (1368–1912). The results of our investigation were consistent with our previous research in that we found remarkable differences between ‘face’-related expressions in our historical Mandarin and the Minnan Dialect corpora. However, our hypothesis was disconfirmed: we found that in historical Minnan texts mian is used in a duality with another ‘face’-related expression, just like its Mandarin counterpart: mian in historical Minnan co-exists with yan 颜, an expression which was found to conventionally describe physical face only in previous research. This outcome shows that ‘face’-related expressions can significantly vary not only among various dialects of Chinese but also diachronically. Furthermore, our results reveal that it may be worth investigating ‘face’-related expressions in historical data because historical pragmatics provide new insights into the use of such expressions.

Keywords: ‘face’-related expressions; Minnan Dialect; Mandarin; Teochew Opera; Peking Opera

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L2 Motivation, Emotions, Self-efficacy and Autonomy in Foreign Language Learning: Students' Dispositions and Teachers' Views

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We will report on a mixed-methods study investigating the role of several individual difference variables in foreign language learning as there is ongoing need to investigate English language learners' individual difference (ID) variables in concert (Ryan, 2019). The selection of the ID variables included in the present study was motivated by both their general importance in the learning process (L2 motivation) and their specific importance in the Hungarian educational system (learner autonomy). Moreover, we aimed to map a range of emotions that students experience in connection with their English classes and shed light on their self-efficacy beliefs. To fulfill the aim of the study, a standardized questionnaire was distributed among secondary school students learning English in Hungary (N = 1,152) and semi-structured interviews were carried out with their teachers (N = 32). Our quantitative data were analyzed with the help of regression analysis, while the qualitative results underwent thematic analysis. Based on our results, students' and teachers' views are in synch in terms of the importance of internal motivation and autonomous learning behavior, but data are discrepant when it comes to the roots of low motivation, demotivation, and lack of autonomy. Furthermore, emotions and also self-efficacy beliefs emerged as significant predictors of both motivation and autonomy in the quantitative analyses, and these findings could be confirmed by qualitative data. In addition, there are clear differences in students' dispositions towards classroom learning and language use outside the classroom, while teachers also underline the importance of learning and using foreign languages outside the classroom. In the final part of our presentation, we will discuss pedagogical and research implication including teaching strategies to increase students' motivation and autonomy as well as novel ways to investigate the interrelationships of these variables. Finally, concerns for teacher education will also be touched upon.

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**Self-mentions and Their Avoidance by Hungarian Authors in Applied Linguistics Research
Article Abstracts**

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Academic writing has long been viewed as impersonal, objective, and purely empirical that should refrain from the use of first-person pronouns. The requirement to publish in academic journals necessitates that the authors exhibit knowledge of the rhetorical conventions, linguistic choices, and cultural norms of the research community. On the other hand, self-mentioned work may aid in the construction of a competent, believable, and engaging writer. Thus, the first person helps writers establish a personal voice in their writing and distinguish their work from that of others. While self-mentions in academic articles have been studied across disciplines, abstracts, which are even more limited in structural and linguistic variation, have not been scrutinized and such research is particularly lacking in Hungary. In this presentation, I analyze the presence and avoidance of the first person in a corpus of 50 English-language abstracts published by Hungarian authors next to their Hungarian articles. Particular attention is paid to how aims and methods are explained. This is compared with two reference corpora of abstracts, one from a leading international applied linguistics journal and one published in Hungarian. This allows for a discussion on the influence of both international and local writing conventions and authorial writing experience.

Perceived Washback Effect of Task-based Vocabulary Assessment on Iranian Intermediate EFL Learners in Online Lessons

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The present paper explores the perceived washback effect of vocabulary task-based and traditional assessment and teaching on Iranian Intermediate EFL Learners in online lessons. The paper fills a gap in the literature about three major issues which are the washback effect, task-based assessment, and vocabulary knowledge, which increase learners' language learning. While the diversity within today's EFL classrooms continues to increase, task-based vocabulary assessments need more attention. All of these issues have been a major concern for EFL academics based on a few earlier research investigations. Furthermore, previous studies did not explore these issues together. To this end, based on the Cambridge placement test (2010), nearly 100 Iranian fourth-grade senior high school students will be selected through the convenience sampling method to participate in this experimental study and placed into two groups (treatment group and control group). For ten sessions of instruction, ten units of English Vocabulary in Use for upper-intermediate students will be taught through a task-based learning framework by Willis (1996). During two months and after every two sessions, the researcher will administer a test for both groups. Students in the treatment group (A) will receive task-based tests and students in the control group (B) will receive traditional tests. The first research question will explore the perceived washback effects of task-based vocabulary assessment on EFL learners' vocabulary learning. Also, the second research question will explore the effectiveness of task-based assessment and whether gender differences among the participants exist. The third research question will explore the differences between the perceived washback effect of task-based assessment and the effect of traditional assessment on intermediate EFL learners' vocabulary learning. Finally, the fourth and fifth research questions will explore students' and teachers' attitudes toward the perceived washback effect of task-based and traditional assessments. The implications will suggest whether students, teachers, and curriculum designers will benefit from task-based language teaching and assessment approaches.

Keywords: task, task-based assessment, traditional assessment, classroom assessment intermediate EFL learners, vocabulary learning, wash-back, perceived washback effect

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**An Investment in the Future: A Critical Analysis of the 2022 Political Program of the
'United for Hungary' Alliance**

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For the 2022 Hungarian parliamentary election, for the first time since the accession of the right-wing FIDESZ party to power in Hungary and after an almost uninterrupted twelve-year period of an absolute FIDESZ majority in the Hungarian parliament, 'opposition' political parties and their respective leading figures agreed join forces and run united under one banner. This alliance of political forces, named 'United for Hungary' (Egységben Magyarorszáért), included most of the Hungarian traditional political spectrum, from the old centre-left Hungarian Socialist Party (MSZP) to the extreme-rightwing party Jobbik. These parties claimed that dissatisfaction with the FIDESZ regime was rife and that they would be able to defeat Viktor Orbán and his party at the polls through a joint candidacy. However, their ultimate electoral failure led to a consolidation of the so-called 'illiberal' status quo in Hungarian parliamentary politics. This paper takes on a critical linguistic analysis of 'Only Upwards!', the political program of the 'United for Hungary' alliance. The investigation stresses the relevance of language features such as assumptions and social agency, with regard to situating the program within the broader history of the consensus on neoliberal socio-economical practices in post-1989 East-Central Europe, specifically around the issue of 'education' as a professed 'investment in the future'. The analysis aims to demonstrate that the key themes the authors of the program associate with education are trapped within a utilitarian neoliberal logic dominant since the 1990s in the CEE region. The study will explain how the text depoliticizes social issues through a discourse of technologization and how it is deeply caught within the contradictory calls to restore an ideal 'pre-FIDESZ' past while extolling a so-called 'modernity'. The analysis ultimately suggests that the class-specific and unimaginative neoliberal rhetoric of the Hungarian opposition bloc lacked actual 'counter-hegemonic' arguments to appeal to the general the population, and that this can partly explain the demobilization of potential voters. Thus, in turn, culminated in the electoral failure of the opposition bloc on April 3rd 2022.

Exploring Language and Identity within Death Row Final Statements

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This paper examines final statements made by prisoners primarily on death row in the US from a mixed-framework approach. Starting with an English for Specific Purposes (ESP) perspective (Swales, 1990), this study seeks to describe the function of moves and their individual steps by combining knowledge from the pragmatics-led fields of Systemic Functional Linguistics and Speech Act Theory. The study also considers the concept of identity and how inmates can use different moves in order to construct or portray different versions of themselves. In a previous paper (Jackson, 2017), I argued that there is a range of communicative purposes for this genre which are typically realised by the inclusion of one or more moves out of a set of four core moves. The four core moves are: apologising to others, expressing love, making a religious reference, and thanking. Within this paper, however, I argue that the move-based account can be expanded upon and re-evaluated in order to address the lack of genre-based studies of final statements and to also make a meaningful contribution to the fields of genre studies by examining a 'lay' genre. Moreover, I show how inmates utilise final statements as an opportunity to control and define their situation in order to become "master[s] of ceremonies" (Meyer, 2011, p. 199).

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Problem Based Learning through Drama-Based Activities in the EFL Context

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This paper presents the results of a research project into the application of problem-based activities in ELT in the Hungarian context focusing on drama activities. Problem-based learning is an experience-based approach where students learn the subject through solving real-life problems (Richards & Rodgers, 2001). The research aims to find out how and what drama-based activities (Norris, 2000) can contribute to the PBL process in the EFL context. Two focus group interviews were conducted and recorded with altogether 7 secondary school teachers of English who use drama activities in teaching. Based on the analysis of these interviews, the main findings show that teachers believe that language learners who participate in these forms of activities in the English classroom are motivated to learn EFL. Furthermore, the results indicate that drama activities are thought to be encouraging forms of activities by the teachers. These activities facilitate confidence and trigger problem-solving according to the participants.

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Online Assessment and Cheating Headache

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The Internet has remodeled our lifestyles and affected all occupations, including education. Online teaching and learning worldwide have become a trend thanks to their many benefits. Indeed, online teaching and learning have become very convenient as students and teachers can stay at home to save precious time and money they would spend traveling to schools every day. Time and place constraints are no longer an issue as teaching/learning can take place anytime and anywhere. However, the numerous programs to integrate ICT in Moroccan education remain below expectations. The Corona pandemic played a catalyst role in imposing ICT use by some recalcitrant teachers and students in Morocco. I collected my data using a questionnaire and analyzed it using a Google form. The problem addressed in this chapter is related to online cheating on exams. It addresses its prevalence and the different techniques used and how the problem can be diminished.

Keywords: Corona Pandemic, ICT use in assessment, cheating online

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On the Strategy Choice of EFL Learners to Scan a Passage: A Comparative Study of Iranian and Hungarian EFL Upper-intermediate Learners

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Reading, maintained by Wang et al. (2022), involves more than just decoding words; it is rather a complex interaction between the reader's cognitive, linguistic, social, and psychological processes. Of the strategies enabling readers to deduce the meaning of a text, scanning involves reading a passage rapidly with the intention of searching for certain details which can ultimately improve their overall reading ability. This comparative study has explored proficient Hungarian and Iranian EFL learners' choice of scanning strategies. Initially, they were provided with a training manual that familiarized them with seven common scanning strategies and instructed them to adopt whichever technique they find most convenient and useful. Over the course of five consecutive trials, they were given online picture-embedded questionnaires in which they were required to do a scanning task and answer some open-ended questions to share their perceptions of the efficiency of each strategy. During each task, they were asked to scan the given text to find five different lexical units and specify the amount of time they spent. The outcomes of this study can inform EFL educators and learners about the most efficient strategies for scanning, motivating them to implement these techniques and promptly spot the required lexical units.

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Can AI-generated content be detected? Concerns over Written Assignments

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Artificial Intelligence (AI) has been around for a while, and AI-based tools can process information and execute tasks like intelligent beings (Baidoo-Anu & Owusu Ansah, 2023). However, AI has gained more public popularity due to low-cost tools like ChatGPT and MidJourney that generate content from prompts. However, AI use in education is controversial. Some argue that it may replace human intellectual efforts and encourage cheating practices among learners (Cotton et al., 2023). Some educational institutions are banning AI software to reduce these risks. Nevertheless, scholars and researchers are exploring the potential benefits of AI, including improving self-reflection, critical thinking, and self-regulated learning. This presentation discusses whether AI-generated texts can be detected and whether the detection is reliable. Additionally, the presentation reconsiders the importance of essays and assignments in language teaching and learning while considering the potential opportunities as well as challenges of using AI.

Keywords: Artificial Intelligence, ChatGPT, detection, plagiarism, assignments, essays

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Understanding Digital Media: Student Perspectives

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There has been continued increased attention to multimodality, which is evident in related research and literature. Kress (2000) argues that it is no longer possible to ‘understand language and its uses without understanding the effect of all modes of communication that are copresent in any text’, (p. 337). Meaning is communicated in various forms other than languages, such as pictorial images, gesture, posture, gaze, and colour (Kress & van Leeuwen, 2001; Kress & Van Leeuwen, 2006). In today’s digital era, it is particularly important to equip students with multiliteracies, which include two multi-dimensions: the multilingual and the multimodal. The former includes a wide range of languages used in different contexts, including dialects, register, and world Englishes, and the latter includes different modes, including audio, visual, gestural, tactile, and spatial that contribute to meaning (New London Group, 1996; Cope & Kalantzis 2015). The purpose of this study is to look into an undergraduate classroom for a course titled ‘Understanding Digital Media for Translation’ at a university in Seoul, South Korea, and to explore how concepts in the class enable the development of students’ multiliteracies for a digital age.

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Preparing Students for ELF Communication through the Use of a Translation Activity in EFL Classrooms

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The dynamic contexts of ELF pose a challenge for mainstream ELT, which places a heavy focus on native speakers' norms. ELF contexts of use which are characterised by diversity, variability, and dynamism call for a teaching approach that can address the hybrid, unpredictable nature of ELF interactions. For such a teaching approach to succeed, it needs to provide the students with a learning environment that replicates ELF use in everyday life. Among the suggestions which have been put forward is the use of translation activities that utilize full texts in the EFL classroom. The implementation of such activities remains an uneasy task for teachers to fulfill, as in an ideal situation, there should be a very competent teacher, able to find texts appropriate for their students' linguistic and schematic knowledge and which, at the same time, have the potential of an ELF-informed translation. This paper proposes an easier, more practical method of utilizing translation by outlining how the focus on short sentences laden with cultural attachments can be used in the EFL classroom. While the translation activities proposed in this paper are based on the Hungarian and Jordanian contexts, teachers in different parts of the world can adapt them to fit their local contexts and serve their students' needs.

Keywords: ELF, teaching approach, translation

Understanding Digital Literacies in Blended Environments: What do We Need to Know?

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Since the concept of literacy has shifted over the years from basic reading, writing, and speaking practices to a multifaceted skill set that includes the integration of digital literacy skills, the influx of technology and (social) media has created a dynamic set of core competencies that are needed to be digitally literate. That seems more explicit in a blended academic environment when modern technologies are extensively used. This paper provides a clear vision of what digital literacy is, as juxtaposed to information literacy. It investigates the methods to acquire knowledge, the tools and best practices for filtering, assimilating, and using information for academic purposes. The digital literacy toolkit will involve important tools like web search engines, Open Educational Resources (OER), library databases, reference generators, and export citations. In addition, a linguistic approach will be applied as a part of information assimilation techniques, the paramedic method being a key craft to turning complicated contexts into comprehensive ones. The paper will terminate with some practical implications on the ways to preserve academic transparency in a blended environment.

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(Im)politeness Strategies Used by Burmese Native Speakers in the Requests

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This research examines the use of (im)politeness strategies by Burmese native speakers via the request speech act. The responses elicited from the informants were investigated through (im)politeness theories of Brown and Levinson (1987) and Culpeper (2005). Though these Gricean-based theories employed in this study are from the first-wave politeness research, the current study is the third-wave politeness research seeking to develop models overwhelming the practices of the production and evaluation of politeness (Kadar, 2017). The study does not go so far as to that of creating models but focusing on the production of politeness. The data consists of a mixed-method approach (Multiple choice discourse completion test & Discourse completion test). 49 male and female Burmese native speakers with different ages and educational backgrounds responded to the aforementioned two surveys. The findings of this research argue for the adequacy of the theories of Brown and Levinson (1987) and Culpeper (2005) for the Burmese context by making some suggestions about social variables and a new politeness theory. Different usages of (im)politeness theories were found in different social variables. Seven characteristics of using (im)politeness theories by the Burmese were proposed by hoping to fulfill the goal of third-wave politeness research.

Keywords: third wave politeness research, production of politeness, Burmese, social variables, Gricean based politeness theories

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A Questionnaire Study: The Relationship between Time Management and L2 Motivation of University Students

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When starting their studies, the majority of university students struggle with their workload due to issues with time management (Yangdon et al., 2021), which might lead to student discouragement and thus affect overall language learning motivation (Sharma, 2023). Hence, our study aims to find out whether there is a relationship between time management and L2 motivation, and if there is one, to establish the direction of such a connection. Therefore, the research question of our study is: what characterizes the relationships between time management and L2 motivation among university students? To answer this question, the quantitative research paradigm is employed (Dörnyei, 2007). The questionnaire involves six scales: three motivational scales (i.e., motivated learning behaviour, language learning attitudes, and language learning experience) and three time-management scales (i.e., rest and relaxation, classroom work, and learning habits). The participants –selected through convenience sampling– are 50 first-year BA students enrolled in an Academic Skills 2 course at a Hungarian university. We aspire to collect the necessary data for the analysis by the end of March. Subsequently, with the help of SPSS, correlation, and regression analyses will be performed. This study will help understand the nature of the relationship between time management and L2 motivation which in turn will provide implications for creating practices that support student motivation.

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Identity Construction in Trainee and Novice Teachers in Hungary

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Bill Johnston's seminal 1997 article based on 17 interviews with mostly young teachers working in the state and private sector in post-Communist Poland asked whether EFL teachers have careers, and following in his footsteps this talk will look at how teacher trainees and novice teachers of English see themselves at the end of their training or in the first years of full-time teaching. Using data from 13 in-depth online qualitative interviews examining trainee teachers' experience during and after the Covid-19 pandemic, the aim of this talk will be to explore how these teachers discursively construct their own teaching experience and their future prospects as they face the decision of whether to commit to teaching in state education. The aim of the analysis, using the same key Bakhtinian concepts of heteroglossia, multiple and competing discourses, and dialogism, as Johnston's original study, is to explore the viability of further more extensive research exploring this question of identity construction in novice teachers and give a firmer basis on which to do so.

Keywords: life story research, identity construction, competing discourses, qualitative interviews

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Students with Learning Disabilities Personal Reactions to an Inclusive Online English for Academic Purposes Course

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Findings within the English for Academic Purposes (EAP) field suggest EFL university students with learning disabilities such as dyslexia struggle in locating and using suitable sources, especially in STEM disciplines where the majority of academic sources are in English (Schneps et al 2010). Dyslexic students' struggles in searching and locating appropriate academic sources online may be triggered by dyslexia-related barriers such as reduced speeding speed, decoding deficits, and limited working memory capacity (Berget & Sandnes 2016; Kvikne & Berget 2021; MacFarlane et al. 2012) but also the lack of appropriate metacognitive strategies (Seiradakis, 2019) and awareness of online academic genres (Leeder 2016) This work describes a small-scaled qualitative study investigating the personal reactions of four Greek EFL university students with dyslexia regarding an online dyslexia-friendly English for Academic Purposes course. The course aimed at familiarizing students with popular academic genres and training them to use effective academic online reading strategies. The theories underpinning the course design and materials' development included the MSL approach (Nijakowska, 2013), metacognitive-genre awareness (Negretti & Kuteeva, 2011), cognitive apprenticeship (Collins et al., 1991) and UDL (Kumar & Wideman 2014). Data were gathered via semi-structured individual interviews and analyzed using thematic analysis. Findings indicate participants appreciated dyslexia-friendly affordances and perceived the course as relevant to their immediate academic reading and writing needs.

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An Investigation on Advantages and Disadvantages of Direct Writing versus Translated Writing in View of Iranian EFL Learners

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To know which mode of writing (Direct Writing or Translated Writing) is most effective in developing academic writing, the aim of the present research was to find the advantages and disadvantages of these two modes of writing in view of Iranian EFL learners. To achieve this, the study used a mixture of quantitative and qualitative procedures for data collection and data analysis. The population of the study included all the EFL learners studying for a BA degree in English translation at the University of Kashan, Iran in 2022. The methodology was a direct EFL writing task and a translated EFL writing task that included an initial draft in Persian. The participants (N=120) performed three sets of writing tasks in class: direct L2 writing, L1 writing and translated writing as well as a follow-up questionnaire. Participant responses to the questionnaire about their writing experiences in English and Persian were content analyzed. The results showed that direct writing was faster and helped English learning and made learners think in English while translated writing is time-consuming but idea generation in writing first in L1 and then translating in L2 was better than writing directly in L2.

Keywords: Direct Writing, Translated Writing, Advantages, Disadvantages, EFL Learners

The Effect of Grit on Language Learning

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Successful second language (L2) learning is influenced by individual differences (IDs) (Dörnyei, 2005), one of which is grit, a recent ID. Grit is conceptualised as a personality trait and refers to the persistence and desire to attain long-term goals. High grit is displayed by working hard, having the desire to meet high standards, concentrating on undertaking responsibilities and focusing effort on enduring difficulties and overcoming obstacles (Duckworth et al., 2007). Grit can predict success in various areas. Teimouri (2020) differentiates two types of grit; domain-general, which is concerned with non-language settings, and language-domain-specific, which provides a more accurate measurement of grit in a L2 setting. In the present study, 10 Hungarian teacher trainees of English were asked about how persistent they feel in different domains in their lives, especially in connection with language learning. The results show that during pursuing their studies, their attitude revealed a changing tendency towards language learning. Their more recent goals are to be positive role models to follow. They sustain their language-domain specific grit in order to have a comprehensive knowledge of English. In connection with domain-general grit, it turned out that it is present in the teacher trainees' lives but in different areas, such as in sport, in their diligence or in continuing learning despite many failures. It can be concluded that persistence and having long-term goals are more likely to lead to success in language learning. There seems to be a positive relation between domain-specific grit and L2 learning; however, domain-general grit does not necessarily lead to success in L2 achievement.

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Assessment Justification Impossible: Sufficiency and Generalizability Issues with the Reading Paper of the Advanced Level EFL School-Leaving Examination

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The paper presents an exploratory study investigating with the AUA framework the justifiability of the reading component of the most important gatekeeping examination for English major tertiary education programs offered by Hungarian universities, namely the advanced (B2) level EFL school-leaving examination. It proposes to answer the following research question: To what degree do the assessment-based interpretations (i) provide enough information for the test user to make a decision and (ii) extend to the students' target academic language use domain? Altogether 268 reading test items from eight papers administered in the spring and autumn examination periods in four consecutive years were independently double-coded and analyzed to determine the extent to which they satisfy the sufficiency and generalizability quality requirements. The results show that the reading tasks do not provide enough information for the test user to make an informed and reliable decision about the test takers' reading ability due to constructing underrepresentation problems induced by a markedly narrow assessment of the construct. Furthermore, the reading papers do not meet generalizability requirements; therefore, the paper cannot predict success in the academic domain appropriately. The findings are of relevance to assessment developers, item writers, and classroom teachers.

Study of English as an Additional Language in Students with Dyslexia

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This paper examines the difficulties dyslexic students encounter while learning the writing English system as a foreign language. It is not only about stating that dyslexic students have problems when learning a foreign and opaque language such as English but also about finding out where the difficulties rely on. The main aim of this essay is to discover the difficulties Catalan speakers encounter when learning this language. This goal has never been published before. Consequently, it is essential to have it done as it will provide a lot of information regarding this language in addition to the effects of bilingualism (Catalan and Spanish) within the possible results. This experimental proposal is aimed at analysing the effects of this reading disorder when learning a foreign language with the methodology of participants taking two tests. The first test is in English while the second test is in Catalan. Each test contains four different activities: a line rhyming exercise, choosing the right option, filling in the gap with one or two letters as well as the final activity, which was the most difficult, a dictation task. By doing this, it seeks to demonstrate the most complicated groups of consonants syllabic for dyslexic students.

Keywords: Clusters, consonants, dyslexia, English, L2

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The Longitudinal Development of Syntactic Complexity and Fluency in an Advanced Writing Course

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Research on second language (L2) writing development has predominantly focused on Asian learners (e.g., Mazgutova & Kormos, 2015); therefore, our knowledge is limited about how Hungarian EFL learners develop their L2 writing. Although some studies looked at L2 writing development in the Hungarian context, these studies were mainly multiple case studies (Wind, 2021; Wind & Harding, 2020) or focused on self-assessment (Wind & Zólyomi, 2022). This study explored the L2 writing development of undergraduates in the Undivided Teaching Training (UTT) and the English and American Studies (EAS) programs at a large university in Hungary. Two essays were written by 63 undergraduate students: one at the onset and one at the end of an advanced writing (AW) course. The L2 Syntactic Complexity Analyzer (L2SCA) was applied to analyse the essays (N = 126) for syntactic complexity and fluency indices. Statistically significant changes were only detected in the fluency index in the combined groups' and EAS students' data. Several pedagogical implications are presented based on the findings of the study.

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The Skundeh Principle: Unpacking the Morphological Rules and Basis for How Words are Creolised in the Revitalised Variety of Singapore Kristang, a Critically Endangered Creole Language of Southeast Asia

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Kristang (iso 639-3: mcm) is a critically endangered Portuguese-Malay creole spoken by around 1,000 people in Singapore and Melaka, including the author; the language and its community, the Jenti Kristang or Portuguese-Eurasians, originate from the 1511 conquest of Melaka by the Portuguese, and their intermarriages with local Malay residents. Since 2016, Kristang has experienced a dramatic revival in both locations via the Kodrah Kristang grassroots revitalisation effort, also led by the author. This paper explores a major facet of that revitalisation, the development of new Kristang words, which is something that any Kristang speaker is 'allowed to contribute to' as a result of both traditional practices where Kristang performers made up words while performing, and modern understandings of Kristang as polynomic. A core unspoken rule for these newly articulated words is identified as the Skundeh Principle: maintaining the language's 'secret nature' by especially amending borrowings from English, an association engendered particularly during strong marginalisation and stigmatisation under the semi-authoritarian Lee Kuan Yew government (1965-1990) in Singapore. Morphological processes that encode the Skundeh Principle are thus examined, with examples of words borrowed from the three major coloniser languages of English, Dutch, and Portuguese, together with other contemporary languages (including Hungarian!) provided.

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