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DEPARTMENT OF ENGLISH
APPLIED LINGUISTICS



CONTEMPORARY CROSSROADS V: STUDIES IN ENGLISH APPLIED LINGUISTICS

Book of Abstracts

14 June 2024

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

**A Conference organized by the
Department of English Applied Linguistics (DEAL)
at Eötvös Loránd University**

14 June 2024

BOOK OF ABSTRACTS

Contemporary Crossroads IV: Studies in English Applied Linguistics

A Conference organized by the Department of English Applied Linguistics (DEAL)
at Eötvös Loránd University

16 June 2023

Book of Abstracts

Members of the organizing committee: Ágnes Albert, Tamás Eitler, László Katona, Ádám Lajtai, Gyula Tankó, Nóra Tartsay Németh, Tímea Tiboldi, Katalin Wein Csizér, Attila M. Wind, Nóra Wünsch-Nagy

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PLENARY TALKS

Resyllabification in the speech of Hungarian learners of Spanish

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Resyllabification, the linking of word-final consonants to the beginning of vowel-initial words in fluent speech (Harris 1996), is a general feature of Spanish (Civit Contra, 2018). In a non-native context, however, it has been stated that resyllabification is among the characteristics that learners of Spanish find the most challenging (Gil Fernández, 2007). Nevertheless, there is a relatively low number of papers investigating the L2 production of resyllabification specifically (cf. Gabriel et al., 2018). In this quantitative research, I aim to analyze how Hungarian learners of Spanish produce the phenomenon. I have compiled a corpus containing the reading of thirty Hungarian university students, who speak Spanish at B1-C1 levels. The informants have produced seven Spanish sentences, which show ten possible cases of resyllabification in total. A duration-based method has been used, since resyllabified consonants are, for example, shorter than the same consonants in word-initial position (Strycharczuk & Kohlberger, 2016). For this reason, I have selected “control consonants” in different positions for each resyllabification context and compared the durations of the consonants of the different groups. Preliminary results show that the proportion of occurred resyllabification in the participants’ speech ranges between 17-70% depending on the consonant and context.

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Interaction patterns in English L2 argumentative dialogues

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Interactional fluency (IF) has become a widely researched area in SLA, in teaching, learning, and assessment contexts alike. Exploring how language learners interact with each other is a major aim of IF research with findings indicating three types of peer interactions can be differentiated: collaborative, parallel, and asymmetric interactions (Galaczi, 2008).

The participants were twelve secondary students in an English bilingual program (16-year-olds, 11 females, and 1 male) who audio-recorded their English L2 argumentative dialogues throughout a school year (10-13 discussions over eight months). Longitudinal conversation analysis (CA) (Depperman & Pekarek Doehler, 2021) was employed to analyze the data. Based on the literature and the research design, my research questions are the following:

- (1) What were the interaction types used by the dyads?
- (2) How did the interaction types change over time in the dyads' discussions?
- (3) How were the interaction types co-constructed in terms of (a) turn-development, (b) topic development, and (c) interactive listening?

The findings show that the participants co-constructed all types of interactions which sometimes changed within one interaction or over several discussions. Moreover, different patterns were identified regarding turn development, topic development and interactive listening.

Keywords: interactional fluency, longitudinal CA, secondary school, English bilingual programme

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Reconstructing an analytic rating scale used for integrated EAP assessment

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Given that language proficiency is a core construct of applied linguistics, language assessment is a central pillar of the discipline. The information typically collected about language proficiency for research, educational, or program evaluation purposes (Bachman & Palmer, 2010) must be dependable because the decisions made based on it have consequences for all the stakeholders (Messick, 1998; Shohamy, 2001). This study investigated the analytic rating scale used in a post-entry, criterion-referenced, integrated EAP assessment in a tertiary English-medium education program. The educational context for which it was developed has changed markedly; therefore, reviewing the justifiability of the use of the scale became imperative, especially with regard to practicality and consequential considerations. The original scale was deconstructed into a scoring guide containing 28 aspects. Three raters representative of the new context were trained to use the scoring guide. The scores obtained through the independent rating of 30 scripts were analyzed using non-parametric statistical tests. Based on the results that revealed the problematic aspects (e.g., overlapping content, susceptibility to rater expertise), the number of aspects was reduced to 18, organized into 11 sub-scales, and grouped under four transparent dimensions. The findings have several practical implications for instruction, assessment, and program evaluation.

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Using AI in learning ESP in tertiary education

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As a result of recent regulations of foreign language learning and certification in tertiary education, universities in Hungary need to focus on providing opportunities for their students to acquire the necessary level of professional language use. Professional language use and language learning is a specific approach to language learning that focuses on the needs of learners and explicitly builds on learners' intentions to learn, the language learner takes responsibility for the learning process and its content (Benson, 2011). Furthermore, higher education institutions face new challenges in the transition to digital education due to COVID and the availability of artificial intelligence (AI) in everyday life. The present talk focuses on how AI tools can be used at tertiary level to enhance language learning autonomy and the acquisition of professional language use (ESP).

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Is stress 'deafness' persistent? Findings of a perceptual training with Hungarian speakers

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Stress 'deafness' has been reported as a persistent condition [1], [2]. However, evidence of positive effect of perceptual training in overcoming insensitivity to stress contrasts was also found [3], [4]. To further investigate this question, we conducted a six-week long online auditory training on stress perception, with twenty-two Hungarian learners of L2 Portuguese, a language with variable stress. Participants were presented with AX and AXB discrimination tasks, with CVCVCV pseudowords, in two conditions: proparoxytone vs. paroxytone contrasts (e.g., ['dutiku]-[du'tiku]) and paroxytone vs. oxytone contrasts (e.g., [du'tiku] [duti'ku]). A control group (n = 20) completed a training with similar design, but focused on vowel contrasts in monosyllabic stimuli. All participants were tested in stress perception, before and after training, by means of an oddity discrimination task.

Translation in diplomacy

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This presentation focuses on translation in diplomacy from a practical perspective. Both experienced and freshly graduated diplomats face new roles and challenges to fulfil when posted abroad. The objective of this presentation is two-fold. On the one hand, it aims to present two handbooks written for diplomats as an outcome of an EU project by the Hungarian Ministry of Foreign Affairs and Trade in general. On the other hand, its main goal is to show how translation tasks in teaching diplomacy can be used efficiently and effectively.

English as a Lingua Franca in the language classroom

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This presentation aims to provide a critical analysis of the use of web-based technologies in the classroom through an ELF-aware perspective. Given the prevalence of English as a lingua franca (ELF) in digital media, the implications for language pedagogy need to be explored. The presentation thus aims to bridge theory, practice, and methodology in particular.

Although incorporating media into the classroom has been a widespread practice for teachers who are eager to incorporate authentic materials into their teaching, the use of web-based technologies requires considerable planning and organization. Firstly, teachers must be familiar with the large variety of technologies available to them as well as use them confidently and creatively. This may include designing materials supplementing YouTube videos, TEDTalks, and other widely available online news sources.

The presentation discusses the theoretical framework of ELF as well as the case study of a project that resulted in an online journal that was authored and edited by ELF users who were undergraduate university students. This presentation is based on two chapters of a book edited by Illés and Bayyurt (2024), which bridges theory, practice, and the classroom application of ELF research.

References

Illés, É., & Bayyurt, Y. (2024). *English as a lingua franca in the language classroom: Applying theory to ELT practice*. Routledge.

Teachers' attitudes on ICT use in Vietnam's primary EFL education

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This study adopts a quantitative method to examine the attitudes of 598 EFL teachers from rural and urban primary schools across five provinces in Vietnam's Central Highlands towards the use of Information and Communication Technology (ICT) in teaching. The Teachers' Attitudes towards Computers (TAC) questionnaire, originally developed by Christensen and Knezek (2009) and subsequently modified by Vuong (2023), was employed. The findings indicate that teachers generally have positive attitudes toward ICT in their teaching practices. However, job status influences teachers' concerns about the potential negative effects of ICT on both themselves and their students. Geographic location impacts teachers' engagement with ICT, interest in its use, and perceptions of its importance in pedagogy. School type significantly impacts teachers' perception on the significance of ICT use. Gender differences influence the level of anxiety teachers feel towards ICT, while teaching experience shapes their concerns about its negative impacts and views on its role in teacher-student interactions. Age appears not to influence teachers' attitudes towards ICT. Training significantly impacts three constructs: Absorption, Concern, and Online Interaction. The outcomes suggest both pedagogical and research implications, which are elaborated in the paper.

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Exploring English language teacher identity in the Maldives

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The study explored how English language teacher identity (LTI) is characterized in the Maldives. It regards teachers as whole persons and unpacks the complexities surrounding the practices that shaped their growth across time and space. Studying the LTI is important to support teacher development as the identities that teachers craft strongly affect their development and decisions pertaining to language education practices (Richards, 2021). Through semi-structured interviews with eight in-service English as a second language teachers from public schools across the Maldives, the study reflected on teachers' past histories, current understanding of being a teacher, and hopes and desires for the future. The findings showed that LTI is (1) multi-dimensional and is characterized by teachers' experiences of past, present and future (imagined) aspirations, (2) primarily situated in social contexts extending beyond the classroom level and is affected through socialization and interaction, (3) influenced by meso and macro contexts that supersede teacher ideals causing dilemmas and tensions, and (4) driven by emotions impacting teachers investment in LTI leading to teacher retention and attrition. These findings suggest that teacher professional development programs should foster sustainable LTI-oriented practices and promote emotional intelligence so teachers can stabilize LTI tensions and invest in a strong LTI.

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A corpus-based investigation of variation in syntactic complexity between natural and social science disciplines

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Advancements in technology have greatly assisted in measuring second language (L2) writing development in recent years. Many studies have explored how L2 writing develops in terms of sentence structure complexity (e.g., Wind, 2021), utilizing tools like the Tool for the Automatic Analysis of Syntactic Sophistication and Complexity (TAASSC; Kyle, 2016). TAASSC relies on the Corpus of Contemporary American English (COCA) to generate indices of syntactic sophistication. However, COCA, being a general corpus, contains academic articles from diverse disciplines. Previous research has highlighted variation in academic text structure (e.g., Hyland & Tse, 2007) and sentence complexity across academic fields (e.g., Casal et al., 2021). Yet, no prior studies have explored whether syntactic complexity differs between natural and social science articles. To fill this gap, two specific corpora—one for natural sciences and one for social sciences—were developed, and the L2 Syntactic Complexity Analyzer (Lu, 2010) was used to calculate 14 indices. Significant differences were discovered between the natural and social science corpora in 10 indices.

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Needs analysis for EAP: Developing an interview guide

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English has become the dominant language of communication, particularly in academia and research (Bocanegra-Valle, 2014). Therefore, being able to communicate effectively in English is highly important for university instructors. For example, being able to read research articles, to participate in international conferences, and to publish academic articles in reputable international journals are seen as key to success in academia (Flowerdew, 2012). As far as research quality is concerned, Hungarian universities are not ranked very high internationally (251-1000, Times Higher Education, 2024), which might partially be linked to Hungarian academics' level of proficiency in foreign languages, especially English. According to the higher education law in Hungary, speaking a foreign language is compulsory for obtaining a PhD, which is usually a prerequisite of teaching in higher education. However, our knowledge is limited to what extent Hungarian academics can use foreign languages for academic purposes. In order to facilitate the advancement of Hungarian university instructors and researchers in academia and to gain a profound insight into academics' language needs we aim to conduct interviews at different faculties of a large Hungarian university. In this talk, we focus on the development of an interview guide that aims to explore foreign language needs in academia.

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Working with language in the museum

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Museums are often approached as “the ultimate multimodal classroom” (Fitzgerald and Blunden, 2018, p. 194) and also as complex multimodal texts “which make their meaning through a combination of resources across various semiotic systems, which often includes language” (Ravelli, 2006, p. 151). In a course targeting multimodal (i.e., integrating verbal, visual, audio, spatial and material aspects of texts) translation practice, museums have become learning sites to explore the linguistic and multimodal features of exhibitions from the perspective of social semiotics (e.g., Halliday, 1978; Kress and van Leeuwen, 2006). In museums, translation practice reaches beyond focusing on the linguistic features of texts, and students need to critically engage with the often implicitly experienced multimodal features of texts and their contexts. In my research, I addressed this issue by integrating an explicit multimodal pedagogic approach to raise awareness of the complex features of the Petőfi exhibition at Petőfi Irodalmi Múzeum through a sequence of preparatory and on-site activities. In this case study, I describe an approach to translation practice which integrates research on multimodal meaning-making and text accessibility and readability within the theoretical frameworks of social semiotics and systemic functional linguistics. In my presentation, I will also share insights into the students’ responses to this approach to translation practice in the museum.

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LAST MINUTE CHANGES

Cancelled presentations:

- Mhd Ghaith Alturjman: *Metacognitive reading strategies among students in English-taught programs in Hungary*
- Edina Robin & Szilárd Szilávik: *Quality assurance in MT workflows – Human in the translation loop*

