

**Fourth Psychology of Language Learning
Detailed Conference Proceedings**
(June 23-25, 2022)



Cabot trail, Cape Breton, Nova Scotia, CANADA



PLL4: Detailed Conference Proceedings

(draft form, June 18, 2022)



Welcome to the PLL4 conference proceedings.

Originally scheduled in 2020, we started planning PLL4 in 2018, but the Covid-19 pandemic had other plans. The motto at Cape Breton University is “perseverance will triumph” and persevere we did. We re-scheduled the conference for 2021 but again the pandemic restrictions prevented us from hosting.

There are many people who have made this conference possible. I want to thank our invited speakers, Sarah Mercer, Jean-Marc Dewaele, Tammy Gregersen, and Luke Plonsky for their continued commitment to the conference. Our fifth keynote speaker, Diane Larsen-Freeman, transitioned from offering her plenary talk in-person to an online presentation, and we are grateful to her for accommodating the online delegates in this way. I also want to thank the board of directors of IAPLL and the local organizing committee for persevering in bringing this conference to you, and especially for serving as reviewers for the academic program. Thank you to the sponsors and supporters whose logos appear on the back of the program and to the local student volunteers. Much of the organizing “leg work” was done by a small team. Alanna MacQueen of CBU conference services has been working behind the scenes to make your experience memorable. And finally, a massive thank you to two of our talented and tireless CBU Psychology students, Lanxi (Jo) Wang and Andrew Hay, who have worked long hours and written hundreds of emails to keep things on track over a five-year time frame.

On behalf of the organizing team and the IAPLL association, I would like to thank all of you for attending this conference, whether you've traveled to Canada or are participating online. We thank you for your scholarship on the psychology of language learning and we look forward to a most successful presentation of the currents and waves underlying your ideas.

Enjoy the PLL4 conference and see you all at PLL5!

Sincerely,

Peter MacIntyre
IAPLL President and
PLL4 Conference Organizer

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These proceedings are provided in draft form to make them available to conference attendees at the earliest possible time in advance of the conference. **An updated version, with additional abstracts, will be posted on June 20.** The final version will replace this one when published on the IAPLL.COM website (in July). The final version of the proceedings will include an index with more advanced search functions so please check back a few weeks after the conference.

The abstracts are not presented here in any particular order. Some abstracts have videos associated with them and some do not (mostly because they are scheduled to be presented in-person, not online). We also acknowledge that the above groupings are for general use and many projects fit more than one grouping.

Given the above comments, perhaps the best approach to using the draft proceedings is to use search with the PDF (or press Ctrl + F on the keyboard) and search for the author, title, or keyword you wish to find.

Thank you to the IAPLL board members and CBU faculty who served as reviewers for the academic program, in particular **Dr. Phil Hiver** and **Dr. Erin Robertson** for coordinating the review process. Thank you to **Kyle Talbot** for assembling the videos for the online conference. Special thanks to CBU students **Victoria Brogan** and **Andrew Hay** for their work on producing these proceedings in such a short time frame.

Group A: Emotions/Emotional intelligence/language anxiety

Abstract #70

Author	Elizabeth Haga
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Title	ESL Learners' Emotions and Emotion Regulation in Response to Native Speaker Feedback
250 word abstract	Emotions and emotion regulation are well researched in mainstream psychology. Although the study of emotions is currently receiving increased attention in the literature on second language learning, little empirical evidence is available on the emotional effect of feedback on language learning. This study investigates the emotions experienced by adult ESL learners enrolled in an English for Academic Purposes (EAP) program at an American community college, in response to feedback on their performance inside and outside of the classroom. It also investigates how these learners regulate their emotions. Using dynamic systems theory (DST), data were collected through a survey of 25 participants and in-depth interviews with five of them. The findings indicate that the learners experienced a wide range of positive and negative emotions. The interviews revealed the intricate ways in which the learners were able to successfully deal with their emotional responses through a four-phase emotion regulation process. In contrast to most past research in SLA, negative emotions were found to include a facilitative role in language learning. The findings of this study provide insight into the challenges learners face and point to possible ways for teachers to better support them.
Keywords	emotion, emotion regulation, dynamic systems theory (DST), feedback
Link (to video from the conference)	https://youtu.be/YIE8OhKktL0

Abstract #155

Author	Ryo Moriya
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Title	Profiling emotion regulation patterns and providing emotional support in L2 learning: A longitudinal mixed methods study
250 word abstract	In the area of emotion research, previous studies have confirmed the multidimensional characteristics of emotions (c.f., Barcelos, 2015) and the inseparable relationship with cognition (c.f., Prior, 2019). To provide emotional support for L2 learners, stakeholders need holistic understandings of their emotions, according to content and context of emotions (Moriya, 2019). However, many studies have focused on limited aspects of emotions (i.e., either type, intensity, frequency, or duration) and had difficulty in capturing cognition at the same time. Therefore, to address this issue, this longitudinal exploratory study in progress aims to investigate how L2 learners emotionally regulate (c.f., Gross, 2015) and how emotional support influences on their learning by applying qualitatively-driven mixed methods (c.f., Hesse-

	Biber, 2010). Twenty Japanese learners of English have participated in this study. The current study was divided into two phases: the first one included a scenario-based questionnaire called Managing Your Emotions for Language Learning (MYE; Gkonou & Oxford, 2016), while wearing heart monitors to measure idiodynamic fluctuations (e.g., Gregersen, MacIntyre, & Meza, 2014), and the second one included multiple advisory sessions encouraging the participants to reflect on their own cognitive and emotional processes. During the sessions, I also used Affect Grid (Russell, Weiss, & Mendelsohn, 1986), helping them to evaluate their own emotions in terms of the pleasure-displeasure and arousal-sleepiness dimensions. These sessions were audio-recorded and lasted for one semester. To analyze multiple sources of data, I applied multiple qualitative methods as well as descriptive statistics to see contextually-constituted and dynamic aspects of learners' emotions in a four-dimensional model (see Moriya, 2019) and to profile emotion regulation patterns for the following advisory sessions. In the session, I will conclude by visualizing some patterns of diverse learners' emotions and by discussing some influences and potentials of emotional support within and beyond the classroom.
Keywords	emotion polyregulation, longitudinal study, advising in language learning, qualitatively-driven mixed methods
Link (to video from the conference)	https://youtu.be/rmxl4Zvlu04

Abstract #135

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Title	Exploring the complexity of emotions in second language development through genograms
250 word abstract	Visual methods have gained considerable attention over the last few years in applied linguistics (Kalaja & Pitkänen-Huhta 2018, Huete-Medina & Rodríguez-Lifante, 2018, Kalaja, Melo-Pfeifer 2019). In fact, among the range of methods employed in language learning and teaching research, genograms seem to not having been explored yet. Rooted in the field psychotherapy and psychology, genograms are a visual representation that unveils one's relationships, changes, and experiences in relations to a family generation (Alexander et al., 2018). As they unveil a systemic contextualization of the dynamic narratives of life, genograms hold great potential for examining one's relationships to learning experiences, involving the flows of emotions and identities. Recognizing the complex and transdisciplinary nature of emotions (Schwartz & Bermúdez 2017), we wonder how in-depth qualitative data could be generated while, at the same time, a transformative research to both researchers and participants is undertaken. Therefore, the present study aims: (I) to explore the diversity of emotions as experienced by apprentice's (learned, spoken, and taught) language; (II) to shed light on invisible relations between these emotions and one's emerging multiples identities as a learner, speaker, and a pre-service teacher. To achieve these goals, a qualitative study with a group of university students of Spanish is currently underway in Brazil. Semi-structured in-depth

	interviews are being conducted with the support of genograms. Reflections concerning methodological and ethical issues are discussed.
Keywords	Emotions in language learning and teaching, Ethical complexities, Visual methods, Transformative research
Link (to video from the conference)	In-person, video not available

Abstract #1

Author	Honggang Liu
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Title	An Empirical Study on English Teachers' Emotional Intelligence in the Chinese Context
250 word abstract	Teacher resilience (TR) has been widely researched in recent years in the general education field. However, scant attention has been given to language teacher resilience (LTR). An in-depth and systematic exploration of the inner structure of LTR is still lacking, which somewhat hinders our understanding of LTR. To address this gap, this study adopted a quantitative approach to investigate the structure of resilience among teachers of English as a foreign language (EFL). An adapted Chinese version of the Connor–Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003) was completed by 658 Chinese senior high school EFL teachers. Exploratory and confirmatory factor analyses found a tri-factorial structure of TR involving tenacity, optimism and coping style; the latter was a newly discovered component of TR. Specifically, tenacity focused on EFL teachers' perseverance in the presence of challenges and their sense of purpose and control in language teaching; optimism emphasized their confidence, positive attitudes and acceptance when faced with pressures and challenges; and coping style highlighted their dispositions towards resisting pressure and showing initiative in navigating multiple risks. In addition, we examined levels of EFL TR and found that they remained moderate to high. The interaction between teachers' inner strengths (i.e. professional identity, commitment and self-efficacy) and contexts contributed to shaping and cultivating higher levels of resilience in EFL teachers. In other words, TR was an outcome of the interaction between developing teachers and contexts in which they operated. On the basis of these findings, the paper offers implications for sustaining and developing EFL TR. Precisely, teachers should view themselves as active agents, sustain their sense of purpose and control, strengthen their professional competence, and establish the trusting relationships with significant persons, thus helping them to anticipate and positively respond to potential teaching challenges. Finally, the future directions for LTR research are also discussed.
Keywords	Emotional Intelligence (EI), school English teachers in China, interpersonal EI; intrapersonal EI
Link (to video from the conference)	https://youtu.be/SsQu2HoOBtq

Abstract #150

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Title	Teacher emotion from the student point of view: using an observer reported trait emotional intelligence test in the language classroom
250 word abstract	Although the trend is changing, traditional SLA research has focused heavily on the learner, resulting in a surfeit of literature on students and very little on teachers. This study is uniquely positioned as an exploration of language teacher psychology from the point of view of the student. Using an observer reported trait EI test from an adapted version of the TEIQue 360° short form (Petrides & Furnham, 2006), this study examines how students perceive teacher trait EI and how those perceptions relate to students' own self-reported attitudes and motivation. Adult students of ESL/EFL were given an online questionnaire consisting of two parts: one to provide observer-reported data on their teacher's trait emotional intelligence across four domains, and the second to measure students' own attitudes and motivation. In total, 129 participants of 28 nationalities took part. The results showed that the perceived teacher trait EI domains of sociability and self-control were significant predictors of student positive feelings and attitudes towards the teacher. With this paper, we make the case that observer reports of teacher trait EI by students could be a valuable tool in the foreign language class by offering teachers a unique insight into their own classroom behavior from the vantage point of the student, thereby increasing teacher self-awareness which could lead to improved classroom practices. References: Petrides, K. V. & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. <i>Journal of Applied Social Psychology</i>, 36, 552-569.
Keywords	emotional intelligence, teacher-student relationship
Link (to video from the conference)	In-person, video not available

Abstract #54

Author	Sam Morris
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Title	"I'm becoming a different person": Emotion regulation by language teachers at a Japanese university
250 word abstract	The emotional turn in applied linguistics is now in full swing, and much is being learnt about the subject-specific emotional demands of language teaching (e.g., Gkonou & Mercer, 2017; King, 2016). Yet, to fully appreciate the emotional work that language teachers do, there is a critical need to investigate the agency that teachers exhibit over their emotions and how they skilfully regulate them in their daily working lives. Emotion regulation actions, the behavioural and cognitive strategies that teachers employ to influence the course of their emotions, play crucial mediating roles not only in the maintenance of well-being, but in the development of effective classroom relationships and instruction (e.g. Hosotani & Imai-Matsumura, 2011; Yin & Lee, 2012). Under the assumption that emotion regulation actions are agentic, goal-directed, and afforded and constrained by sociocultural and historical contexts, this presentation will discuss the emotion regulation

	decisions and strategies employed by a group of 15 language teachers working at a university in Japan. The data, collected through interviews, classroom observations and stimulated recall sessions, will show how teachers' emotion regulation strategy choices are dynamically influenced by their contextual environments and highlight the tensions that language teachers experience as they negotiate their well-being with effective classroom practice.
Keywords	Emotion regulation, well-being, language teacher emotions
Link (to video from the conference)	https://youtu.be/3mQDiLqF_bQ

Abstract #124

Author	Dino Dumančić
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Title	The underlying motivational and emotional currents of L2 teaching
250 word abstract	Foreign language teaching is replete with different emotions which act as powerful motivators (Dörnyei & Ushioda, 2009) and shape teachers' beliefs (Schutz et al., 2009). Emotional currents stem from teachers' appraisal of classroom events and directly affect their cognition, beliefs, behavior and performance (Frenzel, 2014). Teachers that experience pleasant emotions have higher levels of self-efficacy and satisfaction (Taxer & Frenzel, 2015). When faced with unpleasant emotions, they prefer to regulate them to offset their negative effects, reduce burnout and preserve personal wellbeing (Ghanizadeh & Royaei, 2015; Talbot & Mercer, 2019). This study examined the relationship between motivational (self-efficacy and self-concept) and emotional (emotions and emotional labor) domains of L2 teaching. It involved 320 Croatian ELTs working in primary and secondary schools. A single survey encompassing previously mentioned domains was employed. Descriptive statistics, correlations, and structural equation analyses were carried out to investigate the mediating role of emotions in the relationship between emotion labor strategies and motivational beliefs. In brief, the findings pointed to a connection between emotions, self-efficacy beliefs, self-concept and emotion regulation strategies. Teachers that experienced pleasant emotions also reported having higher levels of self-efficacy, a clearer self-image and displayed emotions openly in class. Conversely, unpleasant emotions were associated with lower levels of self-efficacy, less than clear self-concept, and the use of the surface acting strategy. Lastly, the models proposed confirmed that pleasant and unpleasant emotions mediated between emotional labor strategies and 1) teacher self-efficacy, 2) foreign language teaching efficacy, and 3) self-concept.
Keywords	Teacher self-efficacy; self-concept; teacher emotions; emotional labor strategies
Link (to video from the conference)	https://youtu.be/B8RwmBIhrgM

Abstract #133

Author	Pia Resnik
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(Additional Author Names, if any)	Jean-Marc Dewaele
Title	Links between students' trait emotional intelligence, anxiety and enjoyment in (foreign) language classes
250 word abstract	Interest in the role of emotions in language learning has experienced an exponential increase in recent years. Research has demonstrated the need to investigate both negative and positive emotions for their different influences on the learner (MacIntyre & Gregersen, 2012). The present paper follows this trend and investigates learners' emotions holistically in German language (L1) and English language (LX) classes in the German-speaking world. It analyses possible links between trait emotional intelligence (TEI), (foreign) language anxiety and (foreign) language enjoyment within and between these contexts and also focuses on possible differences in students' L1 and LX enjoyment and anxiety ratings. Data from 754 secondary- and tertiary-level students revealed that students' anxiety ratings for LX classes were, on average, higher than for L1 classes and so were their enjoyment ratings. Additionally, perceived enjoyment and anxiety showed moderate negative correlations in both contexts. L1 and LX enjoyment ratings were positively linked and so were anxiety ratings. Participants with higher scores on TEI generally showed higher scores on L1 and LX enjoyment and lower scores on L1 and LX anxiety. While supporting findings from previous studies investigating LX contexts, the findings from this study suggest that general links between anxiety, enjoyment and TEI apply to L1 contexts too; additionally, learners seem to experience increased positive and negative emotions when learning an LX. MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. <i>Studies in Second Language Learning and Teaching</i>, 2(2), 193-213.
Keywords	(foreign) language anxiety; (foreign) language enjoyment; trait emotional intelligence
Link (to video from the conference)	In-person, video not available

Abstract #136

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Title	Interacting affective variables in a university e-Tandem project on Dutch and French FL learning
250 word abstract	Engaging into a conversation in the target language is an emotional experience for many FL learners. Resnik & Schallmoser (2019) demonstrate that e-Tandem learning can constitute a favorable learning environment to enhance positive experiences and foreign language enjoyment in FL learners. In addition, they call for investigation into the dynamic interactions of a wider range of learner emotions in such FL-tandem projects (see also Dörnyei & Ryan 2015; Dewaele & MacIntyre 2014). In this poster, we explore

	how an academic, yet informal, e-Tandem project between Dutch learners of French and Francophone Belgian learners of Dutch impacts positive and negative learning emotions, attitudes, WTC, perceived progress and their interplay. Although our e-Tandem is a compulsory bachelor's course component, it addresses freedom, autonomy and engagement in the student's own learning process and that of the tandem partner. Participants are therefore only minimally controlled on organization, content and language skills. For two cohorts (2019-2020, 2020-2021; n=69), a survey was compiled containing 73 open-ended and MC questions on attitudes, emotions, self-perceived progress and learner-internal independent variables as target language contact, intro/extraversion and perfectionism (adapted from Dewaele & Dewaele 2018; Dewaele & MacIntyre <i>ibid.</i>; He 2013; Horwitz et al. 1986). Together with the students' individual reports, the questionnaires were subjected to statistical and qualitative content analysis, integrating learner-internal factors. Results indicate that the informal and intercultural aspects of the peer-learning situation bear the potential, to boost student's enjoyment to communicate and self-perceived progress, while reducing intense anxiety. Hence, we argue that such non-academic-like university e-Tandem projects can contribute to an emotionally controllable and stimulating environment for FL-learning, both in times of distance and contact education.
Keywords	e-Tandem language learning, FL enjoyment, FL anxiety, attitudes, WTC
Link (to video from the conference)	In-person, video not available

Abstract #5

Author	Jakub Bielak
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Title	An idiodynamic investigation of emotions and emotion-regulation in L2 classroom speaking activities
250 word abstract	Following calls for more research regarding the dynamics of L2 communication inspired by complex dynamic systems theory, this study investigates the dynamics of anxiety and enjoyment, including their possible interaction, and the dynamics and details of emotion-regulation directed at managing these emotions, in pair- and group-work speaking activities in advanced EFL conversation classes. A number of such activities will be video-recorded, and approximately 10 participants will indicate the levels of their anxiety and enjoyment on a per-second basis with the help of the idiodynamic software. In the interviews following the oral activities the participants will be asked about the causes of the fluctuations in emotional intensity and the exact emotion-regulation strategies they employed to decrease anxiety and increase enjoyment. An attempt will be made at uncovering the timing and possible clusters and chains of emotion-regulation strategies, as well as the learner perceptions of their effectiveness. The strategies will also be analyzed with a view to uncovering

	their potentially multiple functions, i.e. the functions on top of the emotion-regulation (affective) one. The study will expand on previous research in that the anxiety and enjoyment ups and downs and the interaction between them will be investigated in the L2 classroom environment rather than the lab. In addition, the emotion-regulation strategies will be examined close-up rather than generically probably for the first time in the context of L2 classroom interaction.
Keywords	foreign language emotions, emotion-regulation, idiodynamic, L2 speaking
Link (to video from the conference)	In-person, video not available

Abstract #7

Author	Nigel Mantou Lou
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Title	Social comparisons influence ESL students' language mindsets and psychological adjustment
250 word abstract	People often engage in social comparisons when learning a new language (e.g., "how is my L2 proficiency compared to my classmates and compared to native speakers?"). Previous research suggests that social comparisons lead students to focus on performance rather than the learning process, which can result in lower self-esteem and increased anxiety (Gibbons & Buunk, 1999). This experiment investigated whether and how social comparisons about language ability influence ESL students' language mindsets and adjustment. International or newly immigrated university students (N = 149) were randomly assigned to one of three conditions: comparison of their English ability to Anglo-Canadians (upward social comparison); to people from their home country (downward social comparison); or no comparison. Participants completed a questionnaire about language learning mindsets (i.e., entity vs incremental beliefs about language ability), perceived English fluency, sense of belonging, and cross-cultural adaptation in Canada. The result showed that ESL students who compared themselves with Anglo-Canadians were more likely to believe that their English ability was fixed, and reported more language anxiety, which in turn predicted a weaker sense of belonging and more negative emotion to interacting with Anglo-Canadians. Based on these findings, educators may avoid upward social comparison in the classroom because it reinforces students' fixed mindsets and exacerbates their language anxiety. However, ESL students may benefit from downward comparisons with people from the country of origin because the resulting positive self-evaluation of their language ability may help them to see how their ability has improved.
Keywords	Mindset; social comparison, emotion, anxiety
Link (to video from the conference)	Live symposium; video not available

Abstract #14

Author	Eduardo Castro
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Title	I feel therefore I teach: Exploring in-service EFL teachers' emotion regulation
250 word abstract	Language teacher emotions have become a hot topic in the psychology of language teacher literature over the last decade (Benesch, 2012; De Costa, Rawal & Li, 2018; Martínez-Agudo, 2018, among others). One aspect of particular relevance for language teachers' emotional experience is how they regulate their emotions. Although language teacher emotions have been addressed in several studies in Brazil, emotion regulation is surprisingly unexplored (cf. Barcelos & Aragão, 2018). The present investigation aims to shed light on this matter by exploring how in-service EFL teachers regulate their emotions in language classroom. More specifically, this study aims to verify which emotions are experienced in the classroom, to identify which emotion regulation strategies are employed, and to describe which characteristics are prototypical in the context of emotion regulation strategies used. In this regard, as part of my postgraduate research, a mixed-method study is currently underway. Data collection is planned to be conducted in two phases. In the first, a Likert-scale questionnaire based on Gross & John's emotion regulation (2003) and Diefendorff et al.'s emotional labor (2005) will be administered; in the second phase, in-depth interviews will be conducted with a few EFL teachers. In order to contribute with the ongoing debate on language teacher emotions, preliminary data analysis will be discussed.
Keywords	Language teacher emotions, Emotion regulation, Emotional labor
Link (to video from the conference)	https://youtu.be/UrPwMsj7YLE

Abstract #87

Author	Fakieh Alrabai
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Title	The Role of Mixed Emotions in Language Learning and Teaching: A Positive Psychology Teacher Intervention
250 word abstract	This study adopted a quasi experimental design to examine the impact of a pedagogical positive psychology (PP) intervention on how deploying teacher emotion-regulation strategies (ERS) in English as a foreign language (EFL) learning and teaching affects learner positive emotions (PE), negative emotions (NE), and EFL achievement. To address this question empirically, the study implemented three emotion-regulation quasi experiments employed by 6 EFL teachers with 209 EFL learners divided into three groups for 12 weeks: in group 1, learners were exposed extensively to negative emotions regulating strategies (NERS), those in group 2 were thoroughly exposed to positive emotions regulating strategies (PERS), and those in group 3 were exposed to combined NERS and PSRE interventions. The influence of the treatment was assessed using questionnaires, classroom observations, and achievement tests. ANOVA, ANCOVA and regression analyses were employed to identify treatment effects. The findings show that the collective integrating of positive and negative emotions has resulted in the largest significant positive change in learner's positive and negative emotions alike

	as well as in learner EFL achievement. In addition, teacher emotion-regulation strategies significantly predicted learner positive emotions and EFL achievement but not learner negative emotions which was predicted by changes in learner positive emotions instead.
Keywords	emotions, positive psychology, motivation, anxiety
Link (to video from the conference)	

Abstract #77

Author	Yue Zhou
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Title	Towards an understanding of language learner wellbeing: a study of Chinese heritage language learners in the UK
250 word abstract	Despite a growing body of interest in wellbeing in the fields of education and positive psychology, the wellbeing of language learners is still under-researched within the SLA context. Among several pioneering studies, Oxford (2016) has made initial attempts towards a language-domain-specific model called EMPATHICS to capture the factors contributing to learners' wellbeing. However, there remains a lack of knowledge on how our learners construct the meaning of wellbeing personally and what it means to flourish in language learning from their own perspective. This study, therefore, aims to develop an understanding of language learners' perspectives on wellbeing by exploring the lived wellbeing experiences of a specific learner group of young Chinese heritage language (CHL) learners in the UK (N=40). It places young learners centrally in investigating their views of what constitutes their wellbeing and, from the meanings they attach to the concept, to identify key components that can be operationalised for measuring language-domain-specific wellbeing at a population level. Primary (N=24) and secondary (N=16) school students participated in multimodal focus groups that prompted them to discuss aspects of their wellbeing as CHL learners. The results of this study revealed both hedonic and eudaimonic dimensions of language learner wellbeing and highlighted its multifaceted nature. It also highlighted the importance of incorporating a social dimension of wellbeing, which is largely overlooked in previous research, to reflect CHL learners' positive social health. Based on the findings, this study offers implications for schools, families, and communities in terms of how to promote immigrant children's wellbeing in their HL learning.
Keywords	language learner wellbeing, positive psychology, heritage language education
Link (to video from the conference)	https://youtu.be/jy7FnCrzJZ0

Abstract #118

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Title	Waves of Change: Critical Reflections on the Design and Implementation of Approaches to L2 Irish Language Support for Parents, at a University Irish Language Centre, over the last Twenty Years
250 word abstract	The presenter, Director of a university-based Irish Language Centre, discusses changing approaches to Irish language support for parents over a twenty-year period. She critically reflects on how current perspectives and practices and a focus on language learning and well-being have come about. An overview of key approaches and initiatives is presented. On-campus language programs for parents were delivered in the early years. These continued subsequently at local schools and on community radio, and materials design and revisions were key concerns. Short weekend immersion programs were also supported. The next project involved the training of facilitators who guided structured community-based Irish language discussion groups for parents. This laid the foundation for BLÁTHÚ (Flourishing), a current initiative. BLÁTHÚ focuses on family learning and community-university participatory research partnerships, co-designed by parents, practitioners, and researchers; and tailored from the outset to impact on parental well-being and empowerment. The aha moments along the way are identified in the analysis of data sets from L2 interventions. Factors influencing shifts in approach are shared to contextualize the data. The application of transformative learning theory, from 2011, was pivotal while the implementation of the principles of Community-Based Participatory Research, following the presenter's training as a UNESCO Knowledge for Change mentor, marked another wave of change in 2019. The importance of localized participatory approaches to the design of minority language support, and the scope of looking beyond cultural impact towards impact on well-being, is flagged in the data analysis and discussion. Public consultations and ongoing interactions with critical colleagues are considered hallmarks of the Centre's method. Finally, the role of universities to co-create sustainable university-community research partnerships and encourage practice-sharing opportunities is promoted.
Keywords	Irish Language Support Parents Well-being Community-Based Participatory Research Critical Reflection
Link (to video from the conference)	In-person, video not available

Abstract #116

Author	Katalin Piniel
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Title	Variability in change: The case of learners' emotions
250 word abstract	Learning a foreign language is a long and arduous process, in which emotions play a non-negligible role (Ryan & Dörnyei, 2015). Recently, scholars have also highlighted their context-dependent and changing nature (e.g., Boudreau et al., 2018; Dewaele, 2020), which has called for a Complex Dynamic System Theory (CDST) view on learners' emotional experiences. Although various research designs in the CDST vein have scrutinized the flux of affective factors, longitudinal quantitative studies spanning over the course of years are relatively rare. The present study aimed to investigate the change regarding a range of language learners' emotions from a CDST perspective over a two-year period in the Hungarian EFL high school context. We collected data four times throughout two academic years, from 101 language learners studying English in two Hungarian high schools. We used a standardized questionnaire for measuring language learners' academic emotions of enjoyment, hope, pride, anxiety, boredom, hopelessness, confusion and shame (Pekrun, 2006; Pinel & Albert, 2018). Based on Cronbach's alpha coefficients, all the scales proved to be reliable. Beside descriptive statistics, we used Latent Growth Curve Modelling to look at the changes the various learner emotions underwent. Results indicate that emotions could be characterized by a variety of trajectories. While changes in pride depicted a quadratic growth curve, in the case of shame, hopelessness, confusion, boredom and curiosity various non-linear models seemed to provide a better representation of the general trends in our data. In terms of CDST, this could help us understand the terrain of learner emotions better, while for language teachers it draws attention to the important role emotions play in the language classroom.
Keywords	complex dynamic systems theory, emotions in language learning, latent growth curve modelling, longitudinal design
Link (to video from the conference)	In-person, video not available

Abstract #27

Author	Banban Li
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Title	Achievement Goals and Achievement Emotions Among Chinese EFL Students: The Mediating Role of Control-Value Appraisals
250 word abstract	The field of applied linguistics has witnessed an affective turn. It has become widely recognized that emotions play a pivotal role in language learning. Based on the control-value theory, this study investigated two prevalent achievement emotions (i.e., enjoyment and anxiety) and their associations with achievement goals as well as control-value appraisals in a Chinese English-as-a-foreign-language (EFL) context. A total of 2268 university students participated in the questionnaire survey. Firstly, path analyses were conducted to examine the direct relationships between the variables. The results show that enjoyment was significantly predicted by all the four types of achievement goals (i.e., mastery-approach goals, mastery avoidance goals, performance-approach goals and performance-avoidance goals) and three types of appraisals (control appraisal, intrinsic value appraisal and achievement value appraisal), while anxiety was significantly predicted by most of them excluding achievement value appraisal and mastery-avoidance

	goal. The effect size ranged from small to large. Bootstrapping was further conducted to test the indirect effects. Results showed that 1) control-value appraisals partially mediated the relationships between three types of achievement goals (i.e., mastery-approach, mastery-avoidance and performance-avoidance goals) and the two achievement emotions respectively and distinctively. These findings elucidate the predictive effects of achievement goals and control-value appraisals on subsequent achievement emotions, supporting the generalizability of CVT to foreign language learning context. Directions for future research and pedagogical implications are discussed.
Keywords	achievement goal, control-value theory, enjoyment, anxiety, foreign language learning, achievement emotion
Link (to video from the conference)	https://youtu.be/ly9yUA1k_F4

Abstract #104

Author	Sachiko Nakamura
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Title	The Antecedents of Boredom in L2 Classroom Learning
250 word abstract	This classroom-based study investigated the antecedents of boredom among 25 Thai university students learning English as a second/foreign language (L2) in an oral communication course. We employed repeated data collection by distributing a semi-structured questionnaire eliciting the learners' boredom experiences in a particular class over a course of 4 weeks. Concurrently, classroom records detailing the class activities and related information were kept by the teacher-researcher. Using a modified version of constant comparative analysis, nine antecedents of boredom were identified. Learners' low appraisals of the classroom tasks, physical fatigue, and negative characteristics displayed by fellow students were shown to result in boredom. Moreover, boredom commonly occurred in certain conditions, where learner-related factors (e.g., learners' values, desires, L2 skills) and external factors (e.g., task demand, teacher's instructions) were ill-balanced or mismatched. Activity mismatch, lack of comprehension, insufficient L2, task difficulty, input overload, and lack of ideas all contributed to the creation of such conditions. These results offer theoretical insights into boredom in L2 classroom learning and suggest ways in which teachers may be able to design FL classes to minimize boredom.
Keywords	emotions, boredom, boredom antecedents, classroom learning, classroom-based study
Link (to video from the conference)	https://youtu.be/V8m1BBEJtRU

Abstract #159

Author	Mirosław Pawlak
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Title	Exploring the causes and dynamics of boredom in teaching English at advanced levels
250 word abstract	Although positive emotions in second or foreign language (L2) learning and teaching have recently become subject to research interest (Dewaele & MacIntyre, 2014), it is clear that negative emotions also occupy a significant place in the L2 classroom and thus they deserve to be examined in their own right (Macklem, 2015). One of the most frequently experienced but also neglected emotions is boredom which can seriously inhibit the learning process, affecting the quality of student work, achievement and social interactions (Chapman, 2013). Boredom has been viewed as related to impulsivity, risk-taking, lowered motivation and decreased self-regulated learning (Preckel, Goetz, & Frenzel, 2010). The paper reports the findings of a study which investigated changes in self-reported levels of boredom experienced by 13 English majors in four English classes and the possible reasons for such changes. Five sources of data were used: (1) boredom grids, where students indicated boredom levels on a scale of 1 to 7, (2) narratives, in which participants described reasons for boredom in a given class, (3) evaluations of the class on a semantic differential scale, (4) interviews with participants, and (5) detailed lesson plans. A combination of quantitative and qualitative analysis resulted in distinguishing calibrating and searching boredom, which were accounted for in terms of the under-stimulation model (Larson & Richards, 1991), the forced-effort model (Hill & Perkins, 1985) and the control-value theory of achievement emotions (Pekrun, 2006). The study also revealed that fluctuations in boredom levels could be linked to students' individual profiles and preferences. The findings provide a point of departure for formulating recommendations as to how boredom can be combatted or capitalized upon at advanced levels. These include the need for novelty and materials originating from different sources, appropriate sequencing of activities and readiness to cater for individual students' needs.
Keywords	emotions, boredom, disengagement, dynamics
Link (to video from the conference)	In-person, video not available

Abstract #105

Author	Sachiko Nakamura
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Title	The effects of strategy instruction on EFL learners' self-regulation of boredom in the classroom
250 word abstract	Boredom, a commonly experienced emotion in learning, has been shown to be linked with various negative learning outcomes. While an increasing number of studies are helping to identify the antecedents of boredom, empirical investigations into how boredom can be regulated are lacking. This study investigated the impact of a two-phased, classroom-based strategy instruction project on 25 Thai university students' self-regulation of boredom in an EFL class over 15 weeks. The first phase focused on understanding why the students experienced boredom in class. Incorporating the findings, five boredom regulation strategy sessions were held by using reappraisal (Gross & Jacobs, 2014) and boredom coping (Nett et al., 2010). Using

	questionnaires and focus group interviews, the impact of the project was evaluated based on 1) students' perceived value of and engagement with the strategy instruction, 2) changes in students' boredom levels and ways they coped with boredom in class over the course of the project, and 3) changes in their habitual boredom regulation strategy repertoires at the beginning and end of the project. The results were mixed. While the findings indicated that students had positive experiences to learn about their current and new strategies to better cope with boredom, the project did not result in a reduction of boredom levels in class or changes in habitual boredom regulation strategy repertoires. These findings highlight the multifaceted nature of boredom and the challenges associated with strategy instruction while offering pedagogical implications.
Keywords	emotion regulation, boredom, boredom regulation strategy, strategy instruction
Link (to video from the conference)	https://youtu.be/rZ9UxH0lfUk

Abstract #109

Author	Graziela Dekeyser
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(Additional Author Names, if any)	Jean-Marc Dewaele
Title	How Do I Feel? Multilingualism and Emotion Awareness among Pre-Adolescent Children
250 word abstract	Topic: An increasing number of children in European cities grow up multilingual, learning one or two heritage languages at home that may not be spoken in the society at large. This multiple language acquisition can lead to differing language practices of parents and children (Alba et al. 2002), possibly influencing emotion socialisation processes (Chen, Kennedy, and Zhou 2012). Moreover, language and emotions are cultural phenomena, reflecting cultural differences in emotion socialization patterns and rendering emotion language culture-specific. As multilingual children are exposed to different cultural values and languages with their unique emotion concepts, they develop early emotion awareness (EA), i.e. the ability to differentiate between emotions. More emotion vocabulary is positively associated with emotional development among monolinguals (Beck et al, 2012), but for multilinguals, this link might be more complex. For example, the more fluent children become in the language(s) of the host society and the longer they are exposed to the culture of the host society, the more likely they are to have developed emotional multicompetence (Dewaele, 2016). Research questions: Do multilingual children differ significantly from monolingual children on ratings of EA (RQ1)? Do different language practices among parents and children (RQ2), children's language abilities (RQ3) and exposure to the host society culture (RQ4) affect EA among multilingual children? Method: We use survey data from a sample of 1049 primary school children (aged 10 to 12). Results: Preliminary analyses show that multilingual children do not significantly differ from monolingual children in terms of EA. But among the multilingual group, incongruence with the language dominance of the mother

	and being more proficient in the heritage language than in the societal language negatively affects EA, whereas incongruence with the language dominance of the father is linked to higher EA ratings. Exposure to the host society culture is not associated with EA.
Keywords	emotion awareness, children, multilingual families
Link (to video from the conference)	https://youtu.be/qBGwekxseNw

Abstract #110

Author	Michał B. Paradowski
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Title	Coping with the Transition to Emergency Language Teaching and Learning: What Predictors Emerge from Multifactorial Analyses of 6,000+ Questionnaires?
250 word abstract	This multi-site study examines the transition to emergency remote instruction during the pandemic based on questionnaire responses from 6,000+ language learners and teachers from 118 countries. Inferential analyses of instructors' responses indicate that: i) context-wise, they coped better when they worked in higher education: $F=9.31$, $p<.001$, $\eta^2=.02$ [.01;.04] and used synchronous delivery: $t=-6.2$, $p<.001$, $d=.33$ [.22;.43], and were more engaged in economically developing than developed countries: $t=3.59$, $p<.05$, $d=.31$ [.14;.48]; ii) psychological overload was mediated by perception of student coping; iii) stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery; iv) teachers felt that remote instruction depressed students' potential language progress by 64%; v) future learning outcomes were the biggest cause for concern in beginner-level courses: $\beta=.09$, $R^2=.51$, $p=.026$; vi) breakups of some constructs in clusters of naturally correlating variables (Fig. 1) suggest that in crisis situations these may function differently than during 'business as usual', supporting the Strong Situation Hypothesis (Meyer et al., 2010) and in line with Resnik and Dewaele (2021); vii) participants' coping behavior and attitudes were moderated by multilingualism, in particular affecting their life and professional stability ($r=-.278$ & $-.373$, $p<.001$). Subsequently, we shift attention to factors distinguishing better- and worse-coping language learners. We then compare the teacher and student subsamples side-by-side to see whether Extraversion similarly or differentially affected Anxiety in the two cohorts. A two-step cluster analysis, combining the hierarchical and k-means clustering algorithms, revealed that Extraversion influenced Anxiety only in the instructor cohort ($t=6.02$, $p<.001$, $d=.28$ [.16;.42]).
Keywords	emergency remote language teaching and learning, COVID-19 pandemic, coping, anxiety
Link (to video from the conference)	https://youtu.be/cjfrGBALWY

Abstract #38

Author	Katarzyna Budzińska
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Title	Emotions experienced by university foreign language students who had their learning moved online due to the Covid-19 pandemic
250 word abstract	Learner emotions and their facilitative as well as debilitating effect on foreign language acquisition have been attracting growing attention over the last few decades. The recent global switch to remote education caused by the Covid-19 pandemic has made researchers interested in the nature of emotions experienced by learners whose classes were unexpectedly moved online. The studies conducted so far looked mainly at online learners' anxiety and marginally at enjoyment, but other emotions experienced by online learners remain underexplored. This qualitative study conducted among 218 university learners of various foreign languages whose language courses were moved online as a result of the pandemic fills this gap in research. It investigates online learners' emotions as well as their sources. It aims to establish what emotions are experienced, which of them prevail and whether the experienced emotions are mainly positive or negative. The analysis of data gathered with a web survey demonstrated that positive emotions by far outweighed negative ones. The most frequently mentioned emotions were interest (25%), frustration (21%), and happiness/joy/enjoyment/ (19%). Overall, it seems that despite its abrupt and unexpected introduction, online language education turned out to be a positive experience for many learners. The sources of both positive and negative emotions revealed by the study can help present and future synchronous online foreign or second language educators understand what happens inside their learners, which may enhance digital language education particularly in the case of a sudden conversion.
Keywords	emotions, Covid-19, online, FLA
Link (to video from the conference)	In-person, video not available

Abstract #68

Author	Fakieh Alrabai
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Title	The Role of Mixed Emotions in Language Learning and Teaching: A Positive Psychology Teacher Intervention
250 word abstract	By adopting an experimental design, this study attempts to examine (1) the causal relationship between language anxiety and learner motivation in the course of English as a foreign language (EFL) learning and (2) the predictive power of these two emotional variables and their causality in explaining English language proficiency and other interrelated affective variables, including learner attitude, self-esteem, and autonomy. To address this topic empirically, this study utilized different experimental treatments employed by 8 EFL teachers with 282 EFL learners divided into four groups for 12 weeks:

	in group 1, learners were exposed to anxiety-controlling strategies, those in group 2 were exposed to motivational strategies, those in group 3 were exposed to both anxiety-controlling and motivational strategies, and those in group 4 were not exposed to specific anxiety or motivation strategies. The influence of the treatment on the study variables was assessed using a triangulation of measurements: questionnaires, classroom observations, and proficiency tests. ANOVA, ANCOVA, regression and structural equation modeling (SEM) analyses were employed to identify the treatment effects. The multivariate analyses indicated that the changes in learner anxiety, motivation and proficiency over time significantly differed among the study groups. These analyses revealed a significant decrease in learner anxiety and a significant increase in learner motivation and proficiency over time among the experimental learners (compared with the control learners); this result remained significant even after controlling for the pretreatment group differences identified prior to the treatment. Furthermore, the findings revealed that both learner anxiety and learner motivation predicted learner proficiency, while learner motivation was the best predictor. Significant positive direct and indirect paths from motivation to all other variables in the model were identified, confirming that motivation is the best predictor and causal variable of learners' proficiency and emotional variables, including anxiety.
Keywords	anxiety, motivation, proficiency, causality
Link (to video from the conference)	

Abstract #121

Author	Karen Englander
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Title	Acculturation and Stress as Experienced by Entering International University Students
250 word abstract	One paradigm for understanding students' success or difficulty when they study outside of their home country is acculturation, i.e. "the dual process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members" (Berry, 2005, p. 698). In this presentation, we report on a the first stage of longitudinal study on the experiences of approximately 200 plurilingual students enrolled in an English for Academic Purposes bridging program at a major Canadian university (pre-pandemic). We sought to understand the students' perceived relationship between their first language and home culture vs their additional language English and the host culture. We applied two validated measures of acculturative stress (Sandhu & Asrabadi, 1998, de Silva, 2018) and acculturation orientation (Barry, 2005, de Silva, 2018) at the beginning of the academic year. Orientation is categorized as Assimilation, Integration, Separation and Marginalization (Sullivan & Kashubeck-West, 2015). It is hypothesized that Integration, which indicates the student considers it valuable to maintain one's own cultural identity and relationships with the host culture, is correlated with the lowest levels of stress. In this presentation, we report on the first application of the survey instruments applied at the

	beginning of the academic year, some of which were quite concerning. We argue that students whose sense of alignment with the host culture can be identified as marginalized, separate, acculturated or assimilated also experience stress differently. The results have implications for how host institutions can better serve their incoming international students.
Keywords	acculturation, international students, marginalization, stress
Link (to video from the conference)	In-person, video not available

Abstract #43

Author	Sunyoung Ahn
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Title	Reading literary texts brings on different emotional experiences to L1 and L2 users
250 word abstract	Much of the pleasure in reading books derives from the emotional experiences of the text. Studies of reading isolated words and phrases indicate stronger emotional reactivity when reading a first language (L1) compared to a second language (L2) (e.g., Eilola & Havelka, 2010; Harris et al., 2003). Hsu and colleagues (2015) used fMRI to measure L1 German-L2 English users' neural patterns when reading a world-wide recognized novel, Harry Potter. To further develop the method of studying emotional language in context, we used a Korean novel, Please Look after Mom (Shin, 2008). L1 Korean speakers and L2 learners of Korean read positive, negative and neutral passages from the book while electrodermal activity and reading time were measured; they also rated the emotionality of each passage. Group differences were found with ratings, physiology, and reading times. L2 users' ratings matched the literal emotion of the passages whereas L1 users' ratings were not, being overall less pleasant. L1 users were familiar with the book's place in Korean culture and its grim ideation of a mother emotionally neglected by her adult children. We infer that even positive passages were shaded with sadness for readers who could contextualize the passages. In contrast, the physiological reactions and reaction times varied more for L1 than for L2 readers, whose skin conductance responses and reading speed were insensitive to passage emotion type. While L2 readers had an accurate understanding of the literal emotional meaning of the passages, their lack of physiological reactivity suggests a muted emotional reading experience.
Keywords	emotional reading experience, Korean novel, L1 and L2 users, skin conductance responses
Link (to video from the conference)	In-person, video not available

Abstract #63

Author	Richard Sampson
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Title	Focusing a Small Lens on the Emergence of L+ Study Emotions

250 word abstract	Complexity perspectives caution against static and reductionist conceptualizations, and encourage us to recognize that the people with whom we are interacting in our teaching have important ongoing, holistic psychologies. In agreement, Ushioda (2016) has called for a small-lens approach to classroom L2 learner research in which researchers focus on specific events and shuttle between looking at learners in interaction with their surrounding environment, and psychological processes within the person. In order to work to address such theorizing, the current study investigated the interactions between learners' L2 study experiences at a university in Japan and their emergent feelings, identities and personalities. The research involved two classes of first-year undergraduates (n=58) studying in weekly, compulsory English as a foreign language lessons over one semester. Data were collected via various introspective and observatory tools, such as lesson feeling journals, reflective writing tasks focusing on personality and identity, a personality survey, and recording of pair and group interaction with multiple 360-degree video cameras. This presentation will begin by describing the qualities of feelings that students perceived as connected to their learning experiences. Drawing on both textual and video data, it will then examine more closely a number of timescales on which analysis uncovered interactions between these feelings and participants' personalities and identities – as language learners, and in other, personally important life-areas. In particular, the session will draw attention to constructive feelings emergent from critical events during which students mutually validated each other's actions and identities in a process of "social authentication" (Pinner, 2019).
Keywords	Emotions, Practitioner Research, Complexity Perspective
Link (to video from the conference)	https://youtu.be/3t7de1ifMo8

Abstract #146

Author	Akiko Kiyota
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Title	Language support or emotional support? A case study on classroom distress and its consequences
250 word abstract	Among various English-medium instruction (EMI) classroom tasks, group discussion in L2 English is one of the top challenges for many advanced-level Japanese university students (Tahara et al., 2021). Many studies report these students' struggles, problematize inadequate language skills (e.g., Brown, 2017), and suggest language support to amend the situation (e.g., Ruegg, 2021). However, few studies have illuminated areas other than language problems, although Kojima (2021) has called for more attention on emotional and social support. Therefore, this study was conducted to shed light on the distress of one struggling diligent student, Satomi, to understand detrimental emotional experiences. Taking the second language socialization (SLS) perspective and exploring the issues of social practices, power structure, and their impact on identity construction, the study took a longitudinal, single-case (Duff, 2008), narrative-oriented approach (Riessman, 2008) to highlight the point. The study collected multiple data sources, such as weekly student journals, class observation of the discussion-based, online EMI classes offered via Zoom, and two interviews. On narrative data, thematic and

	structural analyses were conducted (Riessman, 2008). The findings revealed her unbearable distress otherwise buried underneath her cool face. The data demonstrated how the quality of classroom interaction and her belief threatened her social identity. Furthermore, it showed that emotions such as anxiety, humiliation, and embarrassment evolved into distress, making a diligent student to wish to skip the class. With the growing need for support on struggling EMI students, the study underscores that learner emotions and distress deserve more attention in research.
Keywords	emotions, distress, English-medium instruction, Japanese university student
Link (to video from the conference)	https://youtu.be/UtlI6lisekw

Abstract #45

Author	Elouise Botes
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Title	The Development of a Short-Form Foreign Language Enjoyment Scale
250 word abstract	The Foreign Language Enjoyment Scale (FLES) was originally introduced by Dewaele and MacIntyre (2014). We used a data set with n = 1,603 learners of foreign languages (FL) to develop and validate the Short Form of the Foreign Language Enjoyment Scale (S-FLES). The data was split into two groups and we used the first sample to develop the short-form measure. A three-factor hierarchical model of FLE was uncovered, with FLE as a higher order factor and Teacher Appreciation, Personal Enjoyment, and Social Enjoyment as three lower order factors. We selected three items for each of the three lower order factors of the S-FLES. The proposed nine-item short form of FLE was validated in the second sample, and the fit statistics for the factor structure indicated close fit. Further evidence was found to support the internal consistency, convergent validity, and discriminant validity of the S-FLES. The S-FLES provides a valid and reliable short-form measure of FLE, which can easily be included in any battery of assessments examining individual differences in language learning.
Keywords	Foreign Language Enjoyment, Short-form Development, Latent Modelling
Link (to video from the conference)	In-person, video not available

Abstract #115

Author	Yuchen Zong
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Title	Understanding and measuring 'hope' for EFL writing among Chinese adult learners
250 word abstract	Hope, a positive psychology construct, engages people in solving problems and pushing through the rough times. While there exist several questionnaires (e.g., Adult Domain-Specific Hope Scale/ADSHS) that are framed under Snyder's Hope Theory, few of them are applicable for language learning. That is mainly because, there lacks a relational sphere of items

	(e.g., I believe 'my teacher' can help me to ...), especially when taking on the socio-cognitive perspective on writing. This study thus aims to validate a modified 15-item EFL Writing Hope Scale (EFL-WHS) based upon ADSHS, by measuring Chinese university students' hope of learning to write in English as a foreign language. First, hope items pertaining to EFL writing were generated based on literature review alongside findings retrieved from drawings and interviews with focal groups. During May of 2020, a total of 299 participants were recruited online. Reliability of EFL-WHS was confirmed by Cronbach's alpha (.742). Pearson's correlation test between EFL-WHS and the Optimism Scale demonstrated convergent validity ($r=.347$), while the relation with Self-consciousness indicated discriminant validity ($r=.035$). Principal component analysis was administered among 149 responses, which showed a three-factor structure: 1) a personal sphere of (27.71%), 2) a collective sphere of (19.40%), and 3) a lack of 'agency' and 'pathways thinking' (10.09%), underpinned by Snyder's Hope Theory. Confirmatory factor analysis was performed on the remaining 150 responses which verified the factor structure (RMSEA=.059, CFI=.925). While the modified measurement needs to be validated among diversities of participants, it shall contribute to our understanding of FL-oriented hope-scape and enable researchers to further evaluate the efficacy of FL pedagogy.
Keywords	Hope, EFL writing, questionnaire development, confirmatory factor analysis
Link (to video from the conference)	https://youtu.be/5cGJon7zmnU Promo: https://youtu.be/j51YRej5tYl

Abstract #156

Author	Hyoseon Lee
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Title	The Wave of Flow and Anxiety in L2 Academic Writing
250 word abstract	Dynamic and complex approaches in language anxiety studies have been called for (Lin & Ho, 2009; MacIntyre, 2017). Using complex dynamic approaches (CDS) (Larsen-Freeman & Cameron, 2008), I investigated the relationship between flow and anxiety in L2 writing. In order to examine the writing experience, I interviewed six international MA students in a TESOL program in the US. Major data tools include semi-structured interviews, self-rated L2 writing anxiety evaluations, and writing documents. I interviewed participants for 40-60 minutes weekly for 12-14 weeks. Through open coding and axial coding data analysis within the frame of narrative data analysis (Miles & Huberman, 1994) and by analyzing the self-rated anxiety levels in Excel chart, I looked at how students experience flow and anxiety conditions using a micro approach. In the Flow theory (Csikszentmihalyi, 2014), flow, anxiety and boredom conditions are distinguished based on the relationship between challenge and ability. While confirming the flow theory model, this present study adds more details to the flow theory model. There was a continuous wave between flow and anxiety phases in students' L2 writing experience. Anxiety in L2 writing functioned as a necessary gate into a flow

	condition. Then the participants experienced both flow and anxiety conditions dynamically while they were writing papers. All participants reported helpful aspects of their anxiety as well as debilitating ones. This study has implications for understanding the nature of anxiety and the relationship between flow and anxiety. By understanding these complex interrelated features, researchers and instructors could learn to use anxiety as a tool to promote writing performance.
Keywords	L2 Writing Anxiety, Flow Theory, L2 Writing Performance
Link (to video from the conference)	https://youtu.be/i-XKgUcpz4s

Abstract #157

Author	Hyoseon Lee
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Title	The Effects of Positive Mindset in Dealing with Language Anxiety
250 word abstract	This study examines the relationship among L2 writing anxiety, coping strategies, and writing performance. The relationship between anxiety and achievement has been extensively studied, but coping strategies have received little attention. Employing a qualitative methodology, this present study investigates in depth how coping-strategies can make L2 writing anxiety facilitative or debilitating in the case of TESOL MA students learning L2 academic writing. I interviewed five students with high-level L2 writing anxiety for 40-60 minutes weekly for 12-14 weeks. Major data tools include semi-structured interviews, self-rated L2 writing anxiety evaluations, and writing documents. In order to categorize the coping strategies, I used open and axial coding data analysis within the frame of narrative data analysis (Miles & Huberman, 1994). I presented the coping strategies according to Kondo and Yang's (2004) five categories of coping strategies and added additional coping strategies that are unique in the L2 writing context. All the participants used the strategies of preparation, relaxation, peer seeking and resignation with different intensity and frequency. But those who overcame the anxiety phase to facilitate writing and recovered resilience also mentioned positive thinking strategies. Participants who mainly experienced debilitating anxiety did not talk about positive thinking strategies. When students could not use proper coping strategies, the student's writing anxiety moved toward the debilitating direction, exhausting students physically, emotionally, and cognitively and resulting in poor performance. Additional coping strategies that were not in the five coping strategies (Kondo and Yang, 2004) include building ideal L2 self-images (Csizer & Dornyei, 2005) and transferring literacy skills. These findings have implications for teachers and administrators seeking to help students with high anxiety. Educators could assist the students to equip a positive attitude toward both positive and negative experiences. Having a positive mindset, students are empowered to use anxiety as a tool for facilitating their learning.
Keywords	L2 writing anxiety, coping strategies, facilitative anxiety
Link (to video from the conference)	In-person, video not available

Abstract #80

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Title	Towards a classroom model for managing language anxiety of English as a second language learners in Sri Lankan state universities
250 word abstract	Language Anxiety (LA) is a major factor for impaired performance of English as a Second Language (ESL) learners in state universities of Sri Lanka with negative implications for graduate employment. A review of literature suggests that sources of LA are specific to the psychological, academic and socio-cultural contexts of ESL learners. In the field of Second Language Acquisition (SLA), two distinct approaches based on mainstream psychology and positive psychology (PP) are recognized in handling LA. However, due to intricate, complex dynamics surrounding the English language in the Sri Lankan context, neither of these approaches alone can effectively account for the LA of ESL learners in Sri Lanka. Hence, by proposing an integration of approaches based on mainstream psychology and PP as the solution, this study examines sources of LA in ESL learners in Sri Lankan universities and seeks intervention strategies to lessen LA whilst simultaneously bolstering learner's resilience. This is achieved through a qualitative research design using four on-line data collection methods: (i) a questionnaire administered to English teachers; (ii) focus group interviews with students; (iii) in-depth interviews with teachers; and (iv) observations of selected classrooms. The study is intended to develop a contextualized, low language anxiety classroom model pertaining to ESL learners in state universities of Sri Lanka. The proposed model expects to advance understandings of LA in socio-culturally complex contexts and contribute to reducing the high rate of graduate unemployment in Sri Lanka by producing graduates competent in English.
Keywords	Language anxiety, English as a second language, Positive psychology
Link (to video from the conference)	https://youtu.be/6lEP5BjAoQk https://youtu.be/_VpXkVmN3d4 (3-min promo)

Abstract #15

Author	Blanca Cristofol Garcia
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Title	The Roller Coaster of Foreign Language Anxiety in e-Tandem Learners: An Idiodynamic Study
250 word abstract	Emotions in online learning environments have become a growing object of research. This study aims to identify and to understand the rapidly changes of e-tandem learners' foreign language anxiety (FLA), a little researched topic. FLA is a negative emotion that might be triggered by the features of the e-tandem practice. In this practice, two students who are physically distant and

	who have a different native language, take advantage of technology to learn each other's language. The sample of the study is composed by 16 adult participants, 8 females and 8 males, classified as high anxiety participants (HAPs) or low anxiety participants (LAPs), according to their scores in the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). All participants are native speakers of Spanish with an advanced level of English as a foreign language (FL). The research context is an online English-Spanish FL speaking course based on e-tandem activities. The 16 participants undertake six activities via videoconference with native speakers of English. After the first and the last e-tandem activity, they take part of an idiodynamic study, which follows the steps established by the Idiodynamic method (MacIntyre, 2012). This method is based on the Dynamic Systems Theory applied to SLA, and allows to study learners' emotions considering the complexity and the uniqueness of each communicative event. Thus, this provides us with enough information to identify the main sources of participants' FLA while undertaking e-tandem activities, and to understand the behavior of this emotion in the e-tandem context.
Keywords	FLA, e-tandem, idiodynamic method, language learning
Link (to video from the conference)	https://youtu.be/RxwFc8rBfZU

Abstract #44

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(Additional Author Names, if any)	Jean-Marc Dewaele Samuel Greiff
Title	Foreign Language Enjoyment, Foreign Language Anxiety and Self-Perceived Competence: A Dynamic Look at Static Data
250 word abstract	The recent interest in concepts from positive psychology within studies of motivation in foreign language acquisition has led to the development of the construct of Foreign Language Enjoyment (FLE), a positive emotional state where psychological needs are met in the foreign language classroom (Dewaele & MacIntyre, 2014). FLE is conceptualized as a (negatively) correlated, yet unique construct in relation to Foreign Language Anxiety (FLA), which has received considerably more attention in research. Thus, the comparably understudied FLE and FLA are not two ends of the same continuum. This study examined the congruence between FLE and FLA, referring to the fit, match, or similarity between the two latent variables. The congruence between two variables can be hypothesized to affect the individual's standing on a third latent variable. The dataset utilized in Dewaele and MacIntyre (2014) was re-analysed to investigate the congruence between FLE and FLA, and its effect on the relative standing on Self-Perceived Competence (SPC) of the language learner. Methodologically, a response surface was created and depicted over a regression space via a 3-dimensional model. Polynomial regression was utilized to calculate whether a sufficient representation of the different degrees of congruence and incongruence between FLE and FLA was present. The 3-dimensional model indicated a convex structure on the line of congruence and a concave structure on the line of incongruence, indicating that positive (i.e., FLE) and negative (i.e. FLA) emotions not only individually correlate with the self-perceived competence of the language learner but that the interplay between FLE and FLA have a further demonstrable effect.

Keywords	Foreign Language Enjoyment, Foreign Language Anxiety, Quantitative Data Analysis
Link (to video from the conference)	In-person, video not available

Abstract #131

Author	Bin Wu
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(Additional Author Names, if any)	Meihua Liu
Title	Teaching Anxiety and Foreign Language Anxiety Among Chinese College English Teachers
250 word abstract	This study explored teaching anxiety and teacher foreign language anxiety (FLA) in 151 Chinese college English teachers in relation to their individual characteristics. Analyses of data collected from mixed-form questionnaires revealed the following major findings: (a) Major causes for teaching anxiety were concern about classroom teaching, research, other work and promotion, and interest and confidence in teaching, and major sources for teacher FLA were apprehension of speaking English, fear of negative outcomes, and confidence in English competence; (b) the participants of various backgrounds suffered from varying degrees of teaching anxiety and teacher FLA; (c) gender, age, educational level, English proficiency, and experience of visiting/studying in English-speaking countries significantly affected the participants' teaching anxiety and teacher FLA levels; and (d) anxiety seriously affected the participants' work and life. Evidently, anxiety is an important issue faced by university language teachers and needs to be further researched and seriously handled.
Keywords	teaching anxiety, foreign language anxiety, college English teacher, individual characteristics
Link (to video from the conference)	

Abstract #130

Author	Pia Resnik
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Title	Language Learning in Crisis Mode: The Connection Between LX Grit, Trait Emotional Intelligence and Learner Emotions
250 word abstract	This paper explores if foreign language (LX) grit, learners' passion and perseverance for LX learning (Teimouri et al., 2020), is a predictor of learners' foreign language enjoyment (FLE) and their foreign language anxiety (FLCA) in LX classes taught remotely due to Covid-19. Additionally, the role of trait emotional intelligence (TEI) in mediating the connections between LX grit, FLE, and FLCA is investigated. With a web survey, data were collected from 481 English as a Foreign Language (EFL) learners in Europe. Regression analyses indicated that LX grit was a reliable predictor of FLE and TEI. TEI functioned as a partial mediator in the model, explaining a significant proportion of variance (14.3%) in FLE scores. Thus, grittier

	students, who were also more emotionally intelligent, reported enjoying their English classes more. LX grit was also shown to be a reliable predictor of FLCA. In this case, TEI functioned as a full mediator in the model, explaining 22.5% of the variance in FLCA scores. Therefore, lower TEI scores were linked to higher levels of FLCA. Less gritty EFL learners scored lower on TEI, which consequently determined higher levels of FLCA. Data from two open-ended questions revealed that particularly enjoyable or anxiety-provoking episodes during emergency remote teaching were similar among all learners: while positive group dynamics, teachers' forgiving nature and easy-going disposition, humour as well as the innovative use of technology were mentioned as common factors boosting their FLE, speaking in front of strangers, overwhelming workload and technology-related aspects were frequently mentioned sources of anxiety.
Keywords	foreign language classroom anxiety, foreign language enjoyment, LX grit, trait emotional intelligence
Link (to video from the conference)	In-person, video not available

Abstract #71

Author	Ivana Matić
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Title	Should we rethink the anxiety in L2?
250 word abstract	Reading skill is complex cognitive process which in L2 becomes more complex due to unfamiliar script, different syntax, vocabulary and other features of the language itself, so it is understandable that L2 reading can be associated to anxiety (Saito, Horwitz and Garza, 1999). Most of the research supports the negative connection between reading anxiety and success (Sellers, 2000; Zhao, Guo, Dynia, 2013; Didović Baranac, 2020), but there are also studies support the idea of positive role of anxiety (Alpert and Haber, 1960; Hewitt and Stephenson, 2012; Joo and Damron, 2015). According to the cognitive theory of emotions every emotion consists of stimuli and cognitive interpretation. If an individual interprets a stimulus (reading) as a threat, s/he will react negatively, but when the same stimulus is interpreted as a challenge, s/he reacts positively. The aim of this research is to examine whether students are anxious when reading in German as L2 and whether they experience anxiety with both negative and positive reactions. To test L2 reading anxiety author used the FRAM questionnaire (Matić, 2016), while new measuring instruments were used to test positive and negative reactions connected to anxiety, whose reliability has been confirmed by this research. The study involved 134 seventh-grade elementary school students, and the data were processed by descriptive and inferential statistics. The results confirmed the hypothesis that students feel anxiety while reading in L2 and that simultaneously both negative and positive reactions of students occur. This study implies the need to (re)think about the potential optimal levels of anxiety associated with positive student reactions.
Keywords	foreign language (FL) reading anxiety, cognitive theory of emotions, positive reading reactions, negative reading reactions

Link (to video from the conference)	https://youtu.be/l_UdPmOnAwI
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Abstract #60

Author	Michael Zuniga
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Title	The correlates of flow in the L2 classroom: How basic task features and learner affective traits interact with classroom flow experiences
250 word abstract	Flow is an intrinsic motivational state experienced when fully engaged in meaningful and challenging, but doable tasks, with clear goals, a sense of agency and internal feedback (Csikszentmihalyi, 2008). Recent L2 research has examined how tasks and learner affective variables interact with flow. However, no study has used an experience sampling method with a large sample of participants carrying out a wide range of language tasks in a natural classroom context at random moments during the semester to determine how basic task features and learner affective traits interact with L2 classroom flow experiences. Hence this study's objectives. Accordingly, we recruited 11 teachers and their learners (n=327, various proficiency levels) from 18 intact French L2 classes at a Canadian post-secondary school. Each teacher selected 4 to 5 activities from their personal repertoires that they carried out at random moments throughout the semester without a pre-task announcement of the ensuing flow appraisal. Immediately following each activity, learners completed a 14-item flow appraisal questionnaire adapted from Egbert (2003) (n=1408, $\alpha=.912$) and teachers completed a task-description questionnaire targeting 17 basic features (n=81). A subset of the participants (n=101) also completed a trait Foreign Language Classroom Anxiety and Language Enjoyment questionnaire (Dewaele & MacIntyre, 2014). Task-related variables, learner affect data and flow results were triangulated and compared using T-Tests, ANOVA and ANCOVA. Results show that learners' affective traits and 11 of the 17 basic task features significantly interacted with flow experiences. Results will be discussed in light of improving learner subjective experience through flow in the L2 classroom. References Csikszentmihalyi, M. (2008). Flow: The psychology of optimal experience (2nd edn). New York: Harper & Row. Dewaele, J-M. & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. <i>Studies in Second Language Learning and Teaching</i>, 4(2) 237-274. Egbert, J. (2003). A study of flow theory in the foreign language classroom. <i>The Modern Language Journal</i>, 87, 499–518.^[1]_{SEP}
Keywords	Flow, Learner Subjective Experience, Foreign Language Classroom Anxiety, Foreign Language Enjoyment, L2 Tasks
Link (to video from the conference)	In-person, video not available

Abstract #48

Author	Ahmad Mujtaba Ali
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Title	A Study of L2 Motivation and Anxiety of Pakistani English Language Learners from District Gujranwala
250 word abstract	The study investigates the English language learning attitudes of intermediate students from Gujranwala, Punjab, Pakistan in order to measure their L2 motivation and anxiety. The L2 motivation of the students was analysed primarily by using L2 Motivational Self System (Dörnyei, 2009). This study examines few other motivational factors, which may be significant in this context. The study used a quantitative approach. The data were collected from male and female intermediate students (N=323) of various public and private colleges through a questionnaire survey which also included an open-ended item. The questionnaire measured the students' responses to ten motivational factors. The data were analysed using SPSS software (version 19). Data analysis included both descriptive and inferential statistics. The students' responses to questionnaire items explored their beliefs on English language learning experiences. The results revealed that L2 Motivational Self System has a significant relevance in Pakistani context. The study explored that factors 'Instrumentality, Attitudes to Learning English and Ideal L2 Self' contribute strongly towards participants' intended learning efforts. Interestingly, Instrumentality also contributed strongly towards both ideal and ought-to L2 selves. Both future L2 selves contributed towards Anxiety, which is in contrast to previous studies (e.g. Papi, 2010; Islam et al., 2013) conducted in this field. The results exposed that participants have an openness to English cultures, and in future, as user of English language, they want to construct their personal reputation positively in the global context. The study showed that L2 motivation of participants is intensely influenced by relational and individual factors.
Keywords	L2 Motivational Self System, Attitudes to Learning English, English Language Anxiety, Pakistani Language Learners
Link (to video from the conference)	In-person, video not available

Abstract #94

Author	Minako Antoku
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Title	Investigating the Effect of Teacher Intervention on Learners' Willingness to Communicate
250 word abstract	Past research suggests that fluctuation of both WTC and motivation during a lesson are closely correlated (Pawlak, Mystkowska-Wiertelak, & Bielak, 2016). Therefore, I conducted a mixed method research to examine whether students' WTC can be enhanced if a teacher uses motivational strategies (MS) in a Japanese high school EFL classroom. Pre-treatment and post questionnaire, self-reports, classroom observation, and stimulated recall interview were used as research instruments. As a result, it was shown that the MS usage by the teacher stimulated students' desire to speak, but some elements including anxiety towards speaking English and lack of L2 self-confidence were holding them back from

	actual speaking. Broadly speaking, three types of students were identified. The first type, “learners with low English anxiety and high L2 self-confidence,” could speak up if the topic and the task interested them. The second type, “learners with high English anxiety and low L2 self-confidence,” had trauma towards speaking English caused by their negative experience, regardless of their proficiency. However, with linguistic support from the teacher, they were able to speak. The third type, “learners with high English anxiety and low L2 self-confidence, also with low L1 WTC,” tended not to speak up even in classes conducted in Japanese. They were able to speak, however, with personal support by the teacher that helped enhance their self-esteem. The main focus of the conclusions drawn from this study is that teachers need to provide both emotional and cognitive support, to the whole class and to individuals, to enhance learners' WTC.
Keywords	willingness to communicate, Japanese high school EFL classroom, mixed method research, motivational strategies, individual differences, English anxiety, L2 self-confidence, emotional and cognitive support
Link (to video from the conference)	In-person, video not available

Author	Huan Huang
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Title	A Complex Dynamic System Theory to Track Individual Change in Willingness to Communicate in Synchronous Chinese Online Language Teaching and Learning
250 word abstract	With the development of technology, online language learning environments are enhanced by the affordances of new tools. Synchronous Chinese Online Language Teaching (SCOLT) is a project established to provide Chinese as a second language (CSL) learners and pre-service teachers with opportunities to engage in meaningful one-on-one interaction via videoconferencing tools. Willingness to communicate (WTC) is a significant factor in SCOLT, given the nature of one-to-one teaching and the affordances of the technology-mediated environment. While previous studies on L2 willingness to communicate (WTC) mainly focused on face to face classrooms, L2 WTC in online language learning settings, particular synchronous online language learning, has remained underexplored. MacIntyre and Legatto (2011) urged researchers to explore the dynamics of L2 WTC in real-life communication situations, and the SCOLT setting meets this criterion. This exploratory study uses complex dynamic system theory (CDST) to examine the dynamics of a L2 learner's WTC in one-on-one synchronous Chinese online tutorials, as well as consistencies or differences in the perceptions of WTC from learner and tutor perspectives. One pair of participants engaged in three videoconference tutorials, each lasting approximately 20-25 min. Both learner and tutor were asked to watch their tutorial video to rate the learner's WTC level within two days of each tutorial using software developed by MacIntyre and Legatto (2011). Adapted from idiodynamic method, this study revealed fluctuations in the learner's WTC on a per-second timescale. Participants were interviewed about the perceptions of reasons for changes in learner's WTC individually with the researcher.

	The findings are interpreted from a CDST perspective, taking into account the timescales and different perspectives from the teacher's and learner's perceptions of WTC fluctuations. Recommendations are made about improving learners' WTC and engagement in synchronous online environments.
Keywords	Willingness to Communicate, online language learning, complex dynamic system theory, idiodynamic method
Link (to video from the conference)	https://youtu.be/zvhT3bs6W-U

Abstract #17

Author	Chengchen Li
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Title	Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement?
250 word abstract	Building on the control-value theory, the present study examined the independent and joint predictive effects of three emotions—enjoyment, anxiety, and boredom—on L2 achievement over time. The participants of the study were a group of junior secondary English learners in rural China, a population that has hitherto never featured in L2 learning research. Questionnaire data and achievement data were collected at four different time points (Time 1–Time 4: T1–T4) from a large sample of 954 learners. Structural equation modeling results show that: (a) the three emotions at T1 predicted English achievement at T2 (one week after T1) and T3 (five weeks after T1) independently, while only enjoyment predicted achievement at T4 (nine weeks after T1); (b) when combined, enjoyment was the strongest and most enduring predictor across T2–T4, followed by anxiety predicting achievement at T2–T3 negatively, while boredom completely lost its predictive power across T2–T4.
Keywords	Anxiety, enjoyment, boredom, foreign language, emotion
Link (to video from the conference)	

Abstract #32

Author	Ala Rakhshandeh
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Title	Learning Anxiety in Housewives during Covid-19 by Meaning of Life and Intimacy of Family Members
250 word abstract	The main objective of this study is to establish the role of meaning of life and family intimacy for predicting learning anxiety of housewives during Covid-19. This study type is applied and descriptive-correlational. The statistical population of the study included all housewives in Karaj city as in 2020. The population (192 persons) were selected by convenience sampling method.

	The Meaning in Life Questionnaire (MLQ), Intimacy Scale (IS), and Corona Disease Anxiety Scale (CDAS) were used for data collection. The results of this study showed that the relationship between learning anxiety in Covid-19 and meaning of life and family intimacy is significantly negative. Simultaneous multiple regression was used to determine the role of each variable in predicting learning anxiety. The meaning of life and family intimacy predicts well the learning anxiety in housewives. The meaning of life and family intimacy explained 35.5% of the variance of learning anxiety in women. Examining the regression coefficients indicated that the meaning of life ($p < 0.01$, $\beta = 0.426$) and family intimacy ($p < 0.01$, $\beta = -0.348$) can predict learning anxiety in housewives at a significant level of 0.01. It is concluded that the role of life in predicting learning anxiety is greater than family intimacy.
Keywords	learning anxiety, meaning of life, family intimacy, housewives
Link (to video from the conference)	

Abstract #61

Author	Harumi Kimura
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Title	L2 Pronunciation Anxiety in Situ and Learner Agency
250 word abstract	Although dynamic nature of L2 motivation has been examined in SLA by researchers, studies on L2 anxiety lag behind and consider the psychological reaction as a rather unified and common phenomenon that can influence on L2 performance and achievement. Researchers have studied the construct as a learner trait rather than an affective state or arousal. In this study, I revisit L2 pronunciation anxiety from a socially-oriented, situational perspective and argue that it is sensitive to multiple power relations and susceptible to change and that it can limit learners' access to learning opportunities, but it can also help learners exert agency. I collected 83 short essays from Japanese university students of English on L2 pronunciation anxiety. Their stories demonstrated that they had experienced the ebbs and flows of the negative emotive reactions, which could be largely influenced by interpersonal and societal factors in the immediate contexts. In classrooms, for example, learners became anxious not just from competitiveness with peers and lack of self-confidence as past L2 anxiety research had repeatedly demonstrated, but also from self-presentational motives of "here and now." Some learners became anxious when their peers used heavily accented English with each other and wondered whether they should speak with a "better" or more standardized English accent, or conform to the marked norm of the specific speech community. Some decided to speak with Japanese accent deliberately. This deliberate use of Japanese accent had been reported among returnees, but was likely to be more widespread than previously known. This emotional turmoil made some of the learners withdraw from classroom activities, but made others reflect on their behaviors in light of their learning goals, negotiate their identities, and become motivated to fight against counterproductive behaviors. L2 pronunciation anxiety is shaped and driven, moment by moment, in social contexts with distinct behavioral consequences.
Keywords	Pronunciation anxiety, Agency, Metacognition

Link (to video from the conference)	
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Group B: Positive aspects of language teachers, language teachers during COVID 19, language teachers' wellbeing

Abstract #231

Author	Aya Hayasaki
Email	hayasakiaya@gmail.com
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Title	Using PERMA framework to investigate meaning-making of anxiety-provoking episodes and enjoyable episodes in language learning
250 word abstract	This study attempts to investigate how learners' meaning-making and emotions about anxiety-provoking episodes and enjoyable episodes related to language learning change over time and through interaction with the surrounding environment, and what role these experiences play in the formation and achievement of future language learning goals. Three Japanese students studying at a state university with English as a medium of instruction (EMI), who had participated in a larger study using a questionnaire on their foreign language anxiety, foreign language enjoyment and overall language learning experiences, were followed up using semi-structured interviews. Data analysis involved the application of positive psychology concepts, in particular Seligman's PERMA model, which emerged during the research process. The findings showed that, for the students, some of the most anxiety-provoking episodes were also the most rewarding and enjoyable, suggesting the need to reconsider simplistic explanations that present anxiety as an impediment to successful language learning. This study suggests that seemingly 'negative' emotions and even critical incidents, if treated over time in a 'positive' manner, may promote learner resilience and growth thinking in language learning.
Keywords	foreign language anxiety, foreign language enjoyment, emotion, positive psychology, resilience
Link (to video from the conference)	https://youtu.be/i_bV7WC1oJw

Abstract #37

Author	Doğuş Aydın
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Title	The impact of classroom language advising sessions over high-school EFL learners' autonomous habits
250 word abstract	This study was conducted to display that classroom language advising sessions may entail to more autonomy among high school EFL learners in Turkey. Besides the extent of this promotion was then probed to gain more

	profound insight about the practice of these sessions and their impact on the characteristics of learner autonomy. Advising in language learning is the process of helping someone to become an effective, aware, and reflective language learner (Kato & Mynard, 2015). On the other hand, considering Turkish EFL Learners standpoint, lack of autonomy among high school learners has been elicited by PISA results in that they are towards the end of the ranking concerning autonomy and collaborative problem solving in terms of OECD PISA 2015 results by being 47th out 56 countries (OECD, 2017). Built upon this result, this study sought for a solution to this problem both qualitatively and quantitatively. The scale designed by the researcher was conducted at the beginning and end of these six sessions. The data to verify, validate and probe was also collected through audio-records of the sessions, open-ended questionnaires after each session and semi-structured interviews at the end. To conclude, it was found out that classroom advising sessions held for six times fostered high school EFL learners' autonomous actions and attitudes in a statistically significant degree as well as contributing them to be more motivated, effective, reflective and aware learners despite not promoting high level of creativity and flexibility.
Keywords	language advising, classroom advising, learner autonomy
Link (to video from the conference)	https://youtu.be/IB8kmealHx8

Abstract #2

Author	Sonja Babic
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Title	Flourishing in the third age as a professional
250 word abstract	Teachers across the globe are leaving the profession in large numbers (Chang, 2009; Ingersoll, 2003). Those who leave are typically early- and late-career teachers (Hanushek & Rivkin, 2007), and the reasons are often linked with teachers' age, life phases, and years of experience (Hughes, 2012). To date, studies have focused mainly on understanding what causes stress and burnout among teachers, as well as reasons for high rates of teacher attrition (Gu & Day, 2013). While these are important issues to comprehend, little research has considered what personal, professional, and ecological factors contribute to the thriving professionals who endure till, and perhaps beyond retirement, despite challenges. Third-age language teachers are defined as experienced teachers who are approaching or have entered retirement.

	In this presentation, I will discuss factors that appear to have contributed to eight third-age language teachers' (TALTs) and teacher educators' (TATEs) thriving careers. Rich data were generated through semi-structured life-history interviews, reflexive photography, and photo-elicitation interviews. To analyze teachers' oral narratives, I used inductive coding following principles of Grounded Theory (Charmaz, 2006). The findings show that these teachers expressed eagerness to continue contributing to their respective fields, while appreciating the substantial levels of work autonomy, institutional support, job satisfaction, as well as their loving social relationships. These factors appear to have led them to retain enthusiasm for teaching and research throughout their careers and have encouraged them to stay and flourish in their professional roles. TALTs and TATEs offer invaluable insights that can help to further understand and support language teachers at different phases of their careers and across the profession.
Keywords	third-age language teachers third-age teacher educators flourish thrive till and beyond retirement
Link (to video from the conference)	In-person, video not available

Abstract #72

Author	Petra Kletzenbauer
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Title	I am not a language teacher": Empirical insights into the professional vulnerability of Austrian CLIL teachers
250 word abstract	Seeing language and content as equal drivers in CLIL (Content and Language Integrated Learning) does not only require an awareness of the respective teaching methodologies for content and language but also a proper understanding of the functions of language in terms of the CLIL teacher. This needs to include a repertoire of resources for using language as a tool for learning the subject, mastering language-specific discourse, and responding to different levels of students' foreign language proficiency. However, these teachers quite reluctantly consider themselves to be responsible for language development since they neither have the linguistic background nor the proper pedagogical training to teach in a foreign language. Content is always prioritized in their classes as subject specialists have difficulties to make informed methodological choices which should ultimately support their students' language development. In a sense, they hardly see content and language as a fusion or a transversal element which may support the integration of content and language better and more effectively. We will report on an exploratory, qualitative study investigating the

	professional vulnerability of five CLIL teachers by uniting elements of cognition, content and language. We will present content teachers' views on why they engage with language or not as well as ways to alter the currents of thinking to expand theoretical and methodological perspectives on fostering their professional well-being. In doing so, we hope to shed light on how language is used and learned in the context of their respective subjects.
Keywords	Content and Language Integrated Learning (CLIL), language dimension in content teaching, professional vulnerability
Link (to video from the conference)	In-person, video not available

Abstract #91

Author	Krisztina Szőcs
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Title	The impact of emergency remote teaching on different aspects of language learners' autonomy. A longitudinal study
250 word abstract	The study addresses the influence of the change from classroom-based education to computer assisted remote teaching and learning applied during the Covid-19 pandemic situation over two years. I explored the changes in different aspects of learners' autonomy in language learning manifested in their beliefs about learner autonomy and in their reported behaviour during this period in a Hungarian secondary school context. I compared three sets of data collected at the beginning, during and at the end of the period of Covid-19 generated remote teaching.
Keywords	learner autonomy, relationship between learners' beliefs and behaviours, computer-assisted learning, Covid-19
Link (to video from the conference)	https://youtu.be/R1sl7s9oCuM

Abstract #12

Author	Alba Fano Trabanco
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Title	The Use of Mindful Warm-ups in Second Language Teaching: The Instructor's Perspective
250 word abstract	Langer (2000) defines mindfulness as "a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context" (p. 220). Mindfulness applied to L2 teaching has been found to be beneficial for learners in several studies (Garretson, 2010; Önem, 2015; Scida and Jones, 2017; Smith, 2008). However, little is known about the effects that classroom-based mindfulness interventions may have on L2 instructors. This research presents the results of a 14-week workshop series with classroom practice on the topic of mindfulness within the context of online L2 teaching. Seven participants—including Spanish, French, Italian and German language instructors from beginner to advanced levels—took

	part in the study. In the workshops, the participants learned how to integrate five mindful warm-ups (e.g., focusing on the breath, movement, sounds) in their teaching. In between workshops, the participants had two weeks to try each of the warm-ups in their language classes and report their teaching experiences in a diary. The level of mindfulness of participants was measured before, during and after the workshop series using the Langer Mindfulness Scale (Pirson et al., 2012). The results of both the quantitative and qualitative data indicate that the integration of mindful warm-ups was an extremely positive experience—especially during the pandemic—for instructors. This study paves the way for language instructors who want to start exploring the uses of mindfulness in their teaching.
Keywords	Mindfulness in L2 teaching, teacher wellbeing, online language teaching
Link (to video from the conference)	https://youtu.be/NdHxrHMdMNU

Abstract #16

Author	Isobel Kaihui Wang
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Title	Understanding the professional lives and wellbeing of Chinese language teachers in the UK
250 word abstract	As key players in Chinese language education, Confucius Institutes (CIs) serve as important platforms to provide language teachers to meet the growing demand for Chinese in the UK. The research on CIs has tended to focus on their foreign policy and programme management (Ye & Edwards, 2017), but little attention has been paid to the professional lives of Chinese language teachers. Research has shown various emotional challenges experienced by Chinese teachers, such as tension, frustration, and depression, while working in the UK (Hsieh, 2012; Xie, 2013). In particular, the transition made by Chinese teachers who are not familiar with the British culture is even more challenging (Ye, 2017). Yet, it is surprising that there is little research available investigating Chinese language teacher professional well-being in the UK and what helps them flourish in their professional roles. This study aims to fill this gap. In this talk, I examined the professional well-being of eight CI teachers working in the UK based on in-depth qualitative interviews. The findings revealed the dynamic interplay of their well-being and a myriad of factors, e.g., linguistic self-confidence, intercultural competences, teacher-student interaction, work/rest schedules, peer support, and workplace relationships. The teachers developed their coping strategies for personal adjustment during working abroad, and utilised a range of resources, both social and psychological, to maintain their well-being alongside their professional productivity. Future research will benefit from comparing the professional wellbeing of Chinese language teachers across different teaching contexts (e.g. CIs and Confucius classrooms).
Keywords	language teacher psychology, teacher wellbeing, Chinese, intercultural adjustment, working abroad
Link (to video from the conference)	

Abstract #79

Author	Richard Pinner
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Title	Waves of authenticity: Energy Return on Investment in Language Teaching
250 word abstract	It is a common claim that authenticity connects to motivation in language learning and teaching. However, empirical studies of this relationship are scarce and often inconclusive. This paper sheds further light on these two elusive concepts and their relationship in the language classroom by examining them as a dynamic link between teacher and student. Borrowing from the fields of physics and ecology, I apply the notion of Energy Return on Investment (ERoI) as a framework for understanding the complexities of authenticity and motivation as they construct themselves around classroom interactions. ERoI is a ratio used to explain the efficiency of fuels, and is calculated by the amount of energy (defined as the ability to do work) needed in relation to the payback of energy received. A fuel that is more efficient has a higher ERoI ratio. Some classes are like this also, no matter how much energy a teacher puts into the class, the students are reluctant to work, and yet other classes have a more responsive dynamic and can be mutually energising for both students and teachers. I provide data from an Exploratory Practice inquiry which focused on these issues as they unfurled in context, whilst approaching classroom interactions from an ecological perspective which incorporates the complexity of each learner's individual identity. Data comes from students' own generated materials (classwork), short interviews and teacher/researcher's reflective journals. Approaching authenticity as basically a sense of congruence between action and belief, with both social and individual levels, I found that students and teachers may work together to construct a positive group dynamic and positive culture of learning by communicating expectations and negotiating reasonable goals, and thus implying levels of investment. This study presents a narrative of my own experience of conducting the research, giving practical examples to support theoretical claims.
Keywords	Authenticity, motivation, synergy, psychological links, emotional contagion, group dynamics
Link (to video from the conference)	https://youtu.be/-hT9azTswFw

Abstract #71

Author	Madiha Afzal
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Title	Emotional Regulation and Stress Coping Strategies during the Covid-19: Perspectives of School Teachers in Pakistan
250 word abstract	Present research was conducted in early 2021 when education policy makers and government of Pakistan was not still sufficiently able to cope with educational lapses created by COVID-19. However, this sequential exploratory research heavily relied on the perspectives of school teachers about stressors of the contagion, at its advent, along with the selection coping strategies as defense mechanism for better functioning of learning cycle in

	unexpected situations. The researchers draw on mixed method concurrent triangulation approach and the quantitative data was accumulated via online survey from school teachers across Gujranwala division, Punjab using snowball sampling techniques and data of 191 respondents was received over the period of a month. Additionally, the qualitative data was simultaneously gathered by 30 volunteers from Gujranwala division, based on non-probability convenience sampling techniques applying semi-structured interview for individual perceptions. Using quantitative (SPSS) and qualitative data (coding) analysis tools, the findings reveal details about tendency and distribution of different emotional behaviors and stressors among school teachers along with strategies to combat with negative effects of the virus among respondents. This project confirms that school teachers along with other professionals faced unprecedented stress of COVID-19 which affected wellbeing of teachers and education system, in general, in Pakistan. However, the study also reveals that school teachers in Pakistan relied on the active approach coping strategies (Carver, 1997) to cope with stressors of COVID-19 for the regulation of their emotions in a positive way. This project provides substantial insights on psychological and occupational wellbeing of school teachers in Gujranwala division, Pakistan for emotional regulation and maintenance of the flow of learning under unexpected situations.
Keywords	COVID-19, emotional regulation, coping strategies, approach, avoidant, education
Link (to video from the conference)	In-person; video not available

Abstract #39

Author	Katarzyna Budzińska
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Title	(Pre) Language teacher wellbeing in the private school context
250 word abstract	Teacher wellbeing is essential for instructors to thrive, to stay in the profession, to be in good physical and mental conditions. It is also important for student achievement and enjoyment. Yet, it has been under-researched. And language teacher wellbeing in the private sector has almost been completely neglected, even though private language schools play a crucial role in foreign and second language education. The research in teacher wellbeing so far has concentrated on negative aspects, that is the absence of wellbeing. Although it is critical to demonstrate stress-provoking institution features that need healing, it is equally important to point out good practices that strengthen teacher wellbeing and empower instructors to enjoy their vocation despite the stressors which are inherent in their profession. This study fills the gap by looking at a well-functioning institution in the private sector and analyzes the systemic and contextual factors that contribute to the flourishing of its teachers. The case study explores the wellbeing of English language instructors by means of qualitative tools such as open questionnaires, in-depth semi-structured interviews, and participant observation. The findings reveal several variables affecting teacher wellbeing at the systemic, institutional level such as corporate culture, policies, organization, management, opportunities for professional growth, social life, as well as resources and physical working conditions. The positive features that constitute the language teachers' wellbeing at this institution, could be

	implemented by other language schools in the private as well as the public sector for the benefit of teachers, their learners, and consequently workplace performance.
Keywords	Private sector, language teachers, wellbeing, institution
Link (to video from the conference)	In-person, video not available

Abstract #98

Author	Sarah Mercer
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Title	Foreign language teacher wellbeing across the career lifespan
250 word abstract	Language teachers experience different challenges and uplifts across their career trajectory (Gregersen et al., 2020). While research to date has mainly focused on teacher stress and burnout (MacIntyre et al., 2020), there is a commensurate need to understand what contributes to language teachers flourishing in their professional roles across their career trajectories. In this presentation, we cast light on the different capitals language teachers draw on in their contexts to manage and nurture their wellbeing at different points in their career. We understand capitals as reservoirs of positive resources individuals accrue and draw from in times of stress and adversity (Hobfoll, 2002). This presentation reports on interview data collected during a three-year project supported by the Austrian science fund (FWF). The participants in this study were 58 language teachers from two different contexts: Austria and the UK. Drawing on Day and Gu's (2010) model of teacher lives across the career span, the study provides a cross-sectional view of the capitals these teachers drew on to manage their wellbeing across four phases: Pre-service, early-career, mid-career, and late-career. Findings showed a comprehensive picture of the different capitals language teachers drew on through the different phases of their career span and within their own ecologies. These capitals encompassed psychological (Luthans et al., 2015), social (Roffey, 2012), human (Butters et al., 2011), and health capitals (Grossman, 1972). Findings also revealed the complex interconnections between these capitals, and provided implications for supporting language teachers at specific phases of their careers and in their lives more broadly.
Keywords	language teacher wellbeing, language teacher psychology, language teacher career trajectories, ecological perspectives
Link (to video from the conference)	In-person, video not available

Abstract #127

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Title	Positive Psychology and Holistic Approaches in Language Teacher Education: A Boost in Well-being
250 word abstract	Research has documented that learning to teach a foreign language is a highly stressful experience (e.g., Mercer & Gregersen, 2020). In this light, adopting approaches in language education programs that center on well-being seems paramount. Such approaches can be framed within positive psychology and holistic learning. Positive Psychology (PP) is the scientific study of what goes right in life (Peterson, 2006), and its goal is to understand what makes people experience well-being. Moreover, holistic approaches aim at developing the emotional, cognitive, and social aspects of the self and promoting learning that enhances the well-being of learners. PP interventions based on holistic approaches can help future teachers regulate emotions, establish healthy relationships, and develop a deep sense of purpose, which can lead to flourishing and experiencing well-being. This presentation highlights the value of incorporating PP interventions into language teacher education programs to enhance pre-service teachers' well-being. The presenters first make reference to the PERMA model (Seligman, 2011) and holistic learning (Miller et al., 2018), which serve to frame the activities described next. The presenters then show a sample of activities implemented in three courses of a language teacher education program in Argentina. These activities have the purpose of helping future language teachers boost their well-being by increasing positive emotion, being engaged, developing a sense of meaning, strengthening relationships, and celebrating accomplishments. In closing, the presenters discuss implications that relate to the need to shift conventional ways of preparing teachers and take a positive education oriented perspective in language teacher education programs. References: Mercer, S., & Gregersen, T. (2020). Teacher wellbeing. Oxford University Press. Miller, J.P., Nigh, K., Binder, M.J., Novak, B., & Crowell, S. (Eds.). (2018). The international handbook of holistic education (IHHE). Routledge. Peterson, C. (2006). A primer in positive psychology. Oxford University Press. Seligman, M. (2011). Flourish. Simon & Schuster.
Keywords	pre-service teachers; wellbeing; positive psychology; holistic approaches
Link (to video from the conference)	https://youtu.be/X2Msx9LuCQ4

Abstract #25

Author	Merissa Ocampo
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Title	The efficacy of self-compassion on teachers' well-being
250 word abstract	Nobody is perfect and there are times when we take a wrong turn, head off on a tangent, and find ourselves lost. For educators, especially for those inhabiting worlds of correctness, it seems that they are judged not for the

	things they do right, but for what they do wrong. This exploratory research proved that with self-compassion, thirty teachers working in Japan learned to embrace the idea of being wrong more positively, and recognizing that mistakes could lead them to a promising wave of self-development and mental health. In the world of education, attitudes towards mistakes and 'being right' could lead participants to experience job-related dissatisfaction, unhappiness, and Anxiety, Burnout, and Stress (ABS). A part of this research focused on the impact of red-ink phobia over clerical errors when required to write using Chinese characters or Kanji. One of the participants shared her two-year silent quest to adapt herself in an environment where she felt unfitted to her. Negative emotions towards herself such as; unworthy, low self-confidence, and paranoia succumbed her to ABS. In a narrative interview, she shared her feelings and emotions based on her accumulated experiences and how the three elements of self-compassion, self-kindness, common humanity, and mindfulness, helped her conquer the phobia positively. Moreover, twelve percent of the participants who participated and finished the three-month period of compassion practice workshop, with a total of eight sessions of self-compassion practice and meditation, revealed the effectiveness of it to promote healthy wellbeing.
Keywords	self-compassion, well-being, positive psychology
Link (to video from the conference)	https://youtu.be/qb-3Jp7MeLw

Abstract #151

Author	Franziska Gerwers
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Title	Duty or opportunity? Exploring teachers' beliefs towards (cross-linguistic) mediation
250 word abstract	In this dissertation project I analyze (Spanish) teachers' beliefs about (cross-linguistic) mediation. The importance of mediation - understood as the communication of information from one language into another, taking into consideration the addressee, meaning and situation (Philipp and Rauch 2010) - has increased significantly with its definition and elaboration in the CEFR and its Companion Volume (2001; 2018). In Germany, it has been implemented as a key competence of language learning, thus composing an optional or, in Hamburg, even obligatory part of the higher education entrance qualification exam (BSB 2018; LI 2017). However, empirical research on mediation and specifically on beliefs about mediation has not yet progressed accordingly. Since the research on teachers' beliefs provides insight into teaching practices due to a reciprocal and complex correlation (Voss et al. 2011; Buehl & Beck 2015), it is important to analyze and react to teachers' beliefs about mediation. In an empirical study, I attempt to identify factors influencing those beliefs in the cities of Hamburg and Cologne, focusing on factors such as school type, institutional specifications, or personal factors. The present research is a quantitative study with a descriptive design. A first version for the questionnaire – which draws upon validated questionnaires (BALLI, TCBS) - has been developed and is currently being piloted. The results of that piloting phase and a revised version of the questionnaire will be subject of the discussion for the conference. Both, the research on beliefs and the concept

	of mediation, acknowledge the importance of individual characteristics of both teachers and learners as social agents in the foreign language classroom.
Keywords	(Cross-linguistic) mediation, beliefs, teacher professionalization
Link (to video from the conference)	https://youtu.be/aFGNr9N8JDU

Abstract #9

Author	Astrid Mairitsch
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Title	Representation of teachers in the most read Austrian newspaper during the COVID-19 crisis: Status and wellbeing
250 word abstract	Nations that celebrate their teachers and hold them in high esteem have a “strong professional ideal for teaching [and] treat teaching as an important profession” (Darling-Hammond, 2017, p. 292). Unfortunately, 49.5% of teachers in Austria feel their profession is undervalued and wish for a higher societal status (European Commission Final Report, 2013). One influence on teacher status within society is how the profession is portrayed in the media. Indeed, the portrayal of teachers in newspapers specifically appears to be one of the key factors in shaping a country’s image of the teaching profession. Newspapers “do not exist in a social vacuum” (Richardson, 2007, p. 112), but, in fact, shape and influence a society through the creation of their “second-hand realities, a reality that is structured by journalists’ reports” (McCombs, 2014, p. 1). The portrayal of teachers ultimately links to the status of the teaching profession, which – if low – can negatively affect teacher wellbeing, and even result in teacher attrition (Troman, 2000). This presentation reports on data from an empirical study, which examines the most read paid-for daily newspaper in Austria (“Kronen Zeitung”) as to how the teaching profession is portrayed. The timeframe of collected articles spans from 10th March to 10th April 2020, a period when the first steps were taken to slow the spread of the COVID-19 virus and when teachers transitioned to online teaching. The corpus was analysed from a critical discourse analysis (CDA) perspective to explore how teachers were portrayed in this newspaper during this time of change and challenges. The findings are discussed in terms of possible implications of how the public perception of teaching as a profession could be improved and its effects on teacher wellbeing during a time of crisis and beyond.
Keywords	language teacher wellbeing, teacher status, teacher portrayal, CDA, newspapers
Link (to video from the conference)	In-person, video not available

Abstract #51

Author	Sun Shin
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Title	Korean university EFL teachers' wellbeing and coping strategies in times of COVID-19
250 word abstract	Teaching is an already challenging profession under normal circumstances (McIntyre et al., 2017), and the COVID educational transitions to online/remote formats have increased the levels of stress and the risk of burnout among educators (MacIntyre et al., 2020). Understanding the dynamics of wellbeing over time as well as coping strategies utilized during the pandemic crisis has important implications beyond this setting and are relevant for teachers in any context facing an educational crisis, change, or intervention. Drawing on longitudinal data generated by a set of interviews and an email narrative, this study seeks to understand four Korean university EFL teachers' experiences during the COVID-19 pandemic crisis focusing on their perception of stressors and use of coping strategies. Heavy workload and lack of control at work are shown as significant stressors, and positive reappraisal appears to be a notable coping strategy used by these teachers in the transition to online teaching. All the participants' coping strategies and emotions appeared to change over time during and after the semester, highlighting the importance of taking a longitudinal approach to understanding the dynamics of wellbeing.
Keywords	Teacher wellbeing, coping strategy, EFL teachers, language teacher wellbeing
Link (to video from the conference)	https://youtu.be/mCr7Tlz0l2g

Abstract #97

Author	Salam Mairi
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Title	Investigating teacher educators' self-directed professional growth during COVID-19 teaching period
250 word abstract	The overnight shift to online teaching due to the COVID-19 outbreak has required ongoing efforts in the education sectors, including teacher education programs. This talk reports on a study conducted to investigate English teacher educators' (TEs) perceptions of professional growth during the COVID-19 online teaching period in an English Language Teacher Education Program in Indonesia. This study is unique in exploring TEs' professional development in the specific contexts of the COVID-19 in a developing country, where facilities for distance and online teaching are limited. This qualitative research study employed a longitudinal case study design with 17 TEs, to capture the highly complex and individual nature of changes in professional knowledge and skills that these TEs experienced during a 1-year period between 2020 and 2021. Data for each case were collected from two stages of in-depth interviews, participation in WhatsApp group chat, and focus group discussions of 17 of the TEs. Through thematic analysis, the findings reveal that although these TEs have experienced many challenges in various areas of their teaching, at the same time, they have also grown professionally. In

	other words, despite its challenges and difficulties, this crisis was also a moment of growth for many of these participants. For example, many acknowledged growths in aspects such as creativity, ICT skills, open-mindedness, new learning motivation, resilience, and wisdom. Some of these were partly claimed to be the results of staying outside one's comfort zone. The presentation will conclude a discussion of the implications for pedagogy, CPD, and further research.
Keywords	professional development, emotion, teacher education, Covid-19 online teaching
Link (to video from the conference)	https://youtu.be/CwC_3xhSbfM

Abstract #117

Author	Adam Świątek
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Title	Constructing a cultural framework for the modern online and regular academic teacher.
250 word abstract	Complex as it is, over the last 20 years the multifaceted concept of the teacher, be it primary, secondary, or academic education, has been extensively covered in professional literature by numerous researchers, such as Komorowska (2002), Dornyei (2018), Gregersen & Talbot (2018), or Mercer & Dornyei (2020). However, since cultural issues bring multiple expectations into the academic environment, this presentation thoroughly investigates and contrasts how Polish and international students of language faculties perceive their idealised academic teacher both in terms of online and regular education. This study, both qualitative and quantitative in its nature, and therefore based on the multiple-method approach, such as contrastive, comparative, or individual case analysis, constitutes an up-to-date response to the contemporary needs and requirements of the academic sector of education in the era of the COVID-19 pandemic. The author investigated the participants' attitudes and therefore cultural differences regarding such factors as the lecturer's strategies of communication, technology-related issues, or even individual features of character, among others. In consequence, the results obtained by the author reveal that Polish students' vision and therefore features and expectations regarding their ideal academic teacher considerably differ from what international students, from such countries as Ukraine, Russia, Belarus, Lithuania, or Latvia expect and wish their academic leader embodied. Furthermore, this study sheds new light on cultural issues regarding academic mentors, whereas the presented outcomes comprise a fully comprehensive framework regarding how to adjust to the current, often demanding aspects of the academia, both in terms of Polish and international standards.
Keywords	culture, teacher, online, regular
Link (to video from the conference)	https://youtu.be/bVoml-hUrrM

Abstract #28

Author	Lorena Salud Gadella Kamstra
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Title	A Qualitative Analysis of EFL Teachers' Motivational Awareness
250 word abstract	Teachers sometimes feel anxious, dissatisfied, and demotivated, and this is likely to affect students through processes of 'emotional contagion' (Frenzel & Stephens, 2013). Thus, raising emotional awareness is an issue of crucial importance which should be addressed in teacher education (Schutz & Zembylas, 2009). Socio-emotional training triggers positive outcomes and increases teachers' self-awareness which helps to build positive teacher-student relationships, enhance job satisfaction and effectiveness (Richarson & Shupe, 2003). Along the same lines, researchers highlight the importance of engaging in reflection of one's emotions and motivation (Farrell, 2016). However, many teachers may have not received any training to promote their socio-emotional and reflective skills and may not be aware of their importance. Analysing teachers' motivational awareness will further understanding of teachers' needs in order to find ways to help them thrive in the profession. In-depth semi-structured interviews and classroom observations were used in secondary state schools in Spain to examine 23 in-service EFL teachers' motivational awareness. This term includes teachers' reported awareness of the factors affecting their motivation, of the importance of motivation at large and of the importance of their own motivation in the EFL classroom. Results revealed those factors which were affecting teachers' motivational state. Although most participants recounted regarding teacher motivation to be as important as student motivation in the classroom, several teachers neglected their own motivation when teaching and planning their EFL lessons. This paper will explore implications for teacher education in the context of Spain where socio-emotional and reflective training is lacking.
Keywords	Motivation, Awareness, Teacher Education, Reflection
Link (to video from the conference)	In-person, video not available

Abstract #75

Author	Agnes Albert
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Title	High school English teachers' perceptions of language tasks and their role in language learning
250 word abstract	When teaching takes place in a classroom setting, the psychology of language learning should also consider teacher characteristics, as teachers have a great impact on learning processes. 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, called tasks. 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 and thus learners' dispositions and behavior, provided the rationale for this research. 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 highlighted a number of issues that they considered important with regard to language tasks. Moreover, one of the emerging themes centered around emotions that teachers mentioned in connection with the use of tasks, pointing towards highly learner relevant concepts and issues. Pedagogical implications of the study highlight the importance of studying teachers' cognition related to their classroom practice, while future research directions set out to investigate learners' psychological characteristics in relation to teachers' cognition.
Keywords	teacher cognition, language tasks, qualitative research
Link (to video from the conference)	https://youtu.be/UnnuKXJN2lo

Abstract #138

Author	Céline Rocher Hahlin
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Title	The impact of educational frame factors on teacher psychology – The case of French Teachers in Sweden
250 word abstract	The emerging field of language teacher psychology (Mercer & Kostoulas, 2018) has so far mainly focused on the teacher itself (teachers' cognition (Borg, 2003), emotions (Gkononou, Dewaele & King, to appear), identity (Clarke, 2008)). However, research in education has shown that teachers' work is always framed (Goffman, 1959) within a larger context. These practice architectures (Kemmis & Smith, 2008) or frame factors (Lundgren, 1999) are vital to understand conditions of practice and learning outcomes. In this paper, we hypothesize that they may ultimately also have an impact on teacher psychology. The aim of this study was to explore how French teachers in Sweden perceive their role as motivators and how they identify and react to the challenges induced by current educational frame factors. The Swedish education system has recently undergone major changes characterized as marketization and choice (Yang Hansen & Gustafsson, 2016). Pupils can choose a non-mandatory second foreign language (SFL), but if numbers drop below five, the school is entitled to close the teaching in the SFL. Among the main SFLs in Sweden, French is currently the most threatened (Granfeldt & Ågren, 2020). Cluster analyses of responses to a large-scale questionnaire (N=295) investigating the Teacher Motivator Self (TMS), i.e. the part of the teacher self focusing on stimulating the learner's commitment to learn a foreign language, led to the identification of two opposing TMS-profiles: one describing an evolving past, present and future TMS but a weaker ideal TMS and the second showing a decreasing past, present and future TMS but a stronger ideal TMS. Follow-up interviews (n=10) showed that current challenges stemming from the educational context have different impacts on teachers' psychology. Three patterns among the teachers were identified: the

	challenges were seen as motivational incentives, alarming signals or as undermining their mandate as French teachers.
Keywords	Teacher Psychology, Teacher Motivator self, French as a foreign language, Scandinavian school system
Link (to video from the conference)	https://youtu.be/w4pAAtfJWew

Abstract #100

Author	Deborah Azaryad Shechter
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Title	(Pre) Keep up the good work: How language teachers foster positive affect in university students
250 word abstract	Language courses at universities are different from other subjects in that they are largely elective and students receive little academic credit for their hard work. Consequently, teachers must harness the power of positive affect to ensure students enjoy learning the language and do not drop out when challenges inevitably emerge. Inspired by Barbara Fredrickson's Broaden and Build Theory, I maintain that language teachers' kindness, empathy, enthusiasm and professionalism (KEEP*) arouse positive emotions in students, and build their trust and respect. Thus, they cooperate with teachers willingly, i.e., attend class gladly, participate in learning activities, do homework and strive to get good grades. Teachers foster positive affect starting from the first lesson and consistently behaving in ways that nurture positive affect in every lesson. Enthusiasm is the most important teacher quality that can prevent boredom, paving the way to motivated, engaged and resilient students. I will present evidence from current research and my own practice: the importance of passion and perseverance for developing grit; the effect of empathy on teachers' creativity; the use of engaging course materials, both authentic and custom-written to cultivate positive affect; how learning a dreaded subject like grammar can be fun; how teachers can boost their empathy and enthusiasm by learning a new language, and thus, motivate students, etc. I will close my talk with practical tips to foster positive affect. Researchers are invited to put to the test some of the claims I make as a practicing language teacher in higher education these past 36 years.
Keywords	positive affect, teacher qualities, learner resilience
Link (to video from the conference)	In-person, video not available

Abstract #29

Author	Katarzyna Papaja
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Title	EMBRACING THE CLIL MINDSET: INVESTIGATING OPEN-MINDEDNESS AMONG CLIL TEACHERS

250 word abstract	The notion of what it means to be a good teacher is a very complicated one, as good teachers need to have many qualities. One of them is open-mindedness, which helps individuals build knowledge about specific issues or points of view as well as form recommendations and give advice. Open-minded teachers do not jump to conclusions. Instead, they look for and examine all of the available evidence before forming an opinion. As for Content and Language Integrated Learning (CLIL) which is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010: 1), open-mindedness is very crucial. The teachers need to be open-minded to the language and content knowledge at the same time, which is very challenging. The aim of the presentation is to discuss the research results on one of the most important character virtue, namely open-mindedness. The research was conducted among CLIL teachers for whom this virtue seems to be indispensable bearing in mind various obstacles, which they have to face in CLIL education e.g. lack of teaching materials. In order to collect the data, the VIA Inventory of Strengths (VIA-IS) was disseminated among Primary, Junior High School and Secondary School teachers. The VIA Inventory of Strengths (VIA-IS) is a 120-item measure of character strengths, with each of 24 character strengths assessed by 10 items. In the following presentation, only the data concerning open-mindedness will be discussed.
Keywords	open-mindedness, CLIL, teacher development, character traits
Link (to video from the conference)	In-person, video not available

Abstract #86

Author	Daniel O. Jackson
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Title	The psychology of language teacher noticing: Integrating quantitative and qualitative methods
250 word abstract	The goal of this talk is to highlight teacher noticing as an important feature of language teacher psychology. To date, only a few studies have examined noticing by second language teachers (Jackson, 2021; Jackson & Cho, 2018; Jackson & Shirakawa, 2020; Lengeling et al., 2020). After unpacking a definition of language teacher noticing as a multi-faceted construct involving attention, interpretation, and decision-making (Sherin, 2017) during engagement (Mercer & Dörnyei, 2020), a mixed methods study will be described that focused on influences on noticing among pre-service English teachers (PSTs) in Japan. In the study, 16 PSTs taught a series of four map tasks with a peer in the student role. After each task, they immediately completed trained, video-based stimulated recalls, in their L1, to probe noticing. Motivated by theory in psycholinguistics and education, the influence of two factors was examined: the tasks used (simple vs. complex) and the perspective afforded by the video stimuli (observer vs. field). Task-based interaction was transcribed using conversation analysis. PST recall comments were translated and reliably coded for noticing instances by two raters. Descriptive analyses uncovered large differences between PSTs in the percentage of their recall comments that constituted noticing, ranging from 30-67%. Quantitative analyses revealed that, as expected, complex tasks yielded more recall comments, $p = 0.00$, $d = 0.73$. However, neither

	factor influenced noticing instances. Qualitative analyses shed light on how PSTs noticed nonverbal (e.g., facial expressions) and verbal (e.g., word segmentation) resources during tasks and acted upon these resources to clarify potential misunderstandings. In sum, these findings suggest that PST noticing is influenced by individual factors and they showcase the necessity of noticing various communicative resources. Suggestions for future research on L2 teacher noticing will also be provided.
Keywords	teacher psychology, mixed methods research, noticing, task-based language teaching
Link (to video from the conference)	https://youtu.be/keZOyMNapmQ

Abstract #53

Author	Walkyria Magno e Silva
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Title	Advising in language learning in Northern Brazil: retrospective analysis and prospective view
250 word abstract	Over the last decades, advising in language learning has gained prominence in language learning literature, being researched from different theoretical and methodological approaches. In Northern Brazil, a hub of investigation in this regard was created in 2011, focusing on the interplay of autonomy, motivation, and advising (Magno e Silva & Castro, 2019). It seems not only timely but necessary to retrospectively analyze what has been done up to the present time by this group of advisers and look for future directions in their research and practice. In this presentation, some theoretical and methodological issues regarding investigations on advising in language learning conducted in Northern Brazil will be addressed. The motivation for conducting such qualitative meta-synthesis (Norris & Ortega, 2006) stems from the observation that there appears to have some core epistemological and ontological features emerging from these studies that will help move the field forward. The aim of this presentation is therefore twofold: a) to map and briefly describe the studies concerning advising in language learning conducted between 2011–2021 in Northern Brazil; b) to integrate and (re)conceptualize them within a complexity-informed perspective. The phenomenological, relational, and processual character (Larsen-Freeman, 2019) of learning advising and its implications for language learning and teaching is evidenced in this meta-study.
Keywords	advising in language learning, qualitative meta-synthesis, learner autonomy
Link (to video from the conference)	https://youtu.be/GbcknV2U4Fo

Abstract #57

Author	Scott Shelton-Strong
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Title	Advising in language learning as support for basic psychological needs: How do Japanese language learners experience their involvement with learning advisors?
250 word abstract	In this presentation I will share and discuss the findings from a research study which draws on self-determination theory to explore the relationship connecting advising in language learning and basic psychological need satisfaction and examine ways the advising experience can enhance learner well-being and flourishing. While currently, research into the practice of advising is vibrant and evolving, it has lacked focus on exploring its role as psychological support for the language learner. To address this gap, the study adopted a mixed-methods approach to explore how need satisfaction and learner well-being are supported through learner involvement in advising sessions. The basic psychological need satisfaction and frustration questionnaire (BPNSF; Chen, et al., 2015) was adapted to the advising context to explore the advising experience of 96 Japanese university language learners and its support of their basic psychological needs. To extract a more nuanced understanding of these results, the eudaimonic activity model (Martela & Sheldon, 2019) was applied as a lens to undertake an interpretative analysis of learner self-reports and explore in detail examples of the advising experience. The quantitative results revealed that learners experienced advising as highly need-supportive, while the analysis of the self-reports identified examples of autonomous functioning, personal growth, and feelings of belonging and significance as antecedents of need satisfaction and associated learner flourishing and well-being. Together the findings suggest that advising in language learning has an important role to play in supporting language learners in ways that underpin flourishing, enhance learner well-being, and maintain motivation for sustained learning.
Keywords	Advising in language learning, Self-determination theory, Basic psychological needs, Well-being,
Link (to video from the conference)	https://youtu.be/LWXZcVPPYpM

Abstract #167

Author	Kerstin Dofs
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Title	Growing and thriving through supportive autonomous learning in an LSAC
250 word abstract	This presentation covers an action research project aimed to; (1) explore how students' use of some typical language self-access centre (LSAC) resources meet the basic psychological needs of competence, relatedness, and autonomy, associated with the self-determination theory (SDT) by Ryan & Deci (2017); (2) develop the LSAC resources to better meet those needs; (3) establish guidelines for LSAC staff on providing advice in an as supportive and enabling atmosphere as possible, in an LSAC, guided by the SDT, by ideas brought forward by Dofs and Hobbs (2011), and by Gardner & Millar (1999). The LSAC was critically examined at the outset; staff and students were interviewed, and resources were examined, using the SDT as the framework. A future development path was envisaged and some changes were made to resources and staff approaches. The effect of these changes were explored. This presentation describes and outlines the approach taken, as well as the findings. Despite different, situations, set-ups, and methods in

	LSACs globally, it is envisaged that this project can inspire and guide advising and similar approaches in any other LSACs in the world.
Keywords	Self Determination Theory, Advising, Autonomous learning, Language self-access centre
Link (to video from the conference)	https://youtu.be/ONThBqC6wIA

Abstract # 95

Author	Renee Bourgoin
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(Additional Author Names, if any)	Josée Le Bouthillier
Title	Professional Identities of French Immersion Teachers and their Beliefs Regarding Oral Language Acquisition
250-word abstract	In French immersion (FI), the target language is used to teach most subjects. In addition to possessing content knowledge and general teaching skills, FI teachers require specific and unique pedagogical skills and knowledge related to L2 acquisition. The unique aspects of teaching in FI influences how FI teachers perceives their professional identities. Identity is a mental image of oneself; how a person defines themselves and their aspirations in relation to their values. Identities are shaped by context, values, beliefs and experiences (i.e. Buendía-Arias & al., 2020; Norton, 2013; Pennington, 2015; Wolff & De Costa, 2017). In FI, proper language instruction can be neglected at the expense of content teaching (Lyster, 2007). FI teachers “do not consistently or systematically balance language and content instruction” (Fortune et al., 2008). As such, we explored how FI teachers define their professional identities as language teachers and understand their role in developing students’ L2 oral language skills. Research in this area is scarce (Pappa et al., 2020). Data were collected and analysed using appreciative inquiry (AI). Through a four step process of discovering what works best, thinking “creatively about the future”, designing ways forward, and integrating these ideas (Shuayb et al, 2009), AI “uncovers what works well in a system and devises ways to expand upon those strengths” (Filleul, 2010, p. 38). Interviews-style questionnaires were administered to Grades 3 to 12 FI teachers (n=15). Findings helped us understand how they construct their professional identities as language teachers, language builders, language supporters, and language carriers. Pedagogical implications are also discussed.
Keywords	French Immersion, Professional Identities, Language Acquisition, Oral Language, Appreciative inquiry
Link (to video from the conference)	In-person; video not available

Group C: Motivation for learning English/ a foreign language

Abstract #242

Author	Samantha Ayers-Glassey
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(Additional Author Names, if any)	Lanxi Wang Peter MacIntyre Tammy Gregersen
Title	A dynamic approach to nonverbal strategy training
250 word abstract	Language-Learning Strategies (LLS) have a rich history in second-language (L2) acquisition. However, previous approaches to theory and empirical research in the area primarily focused on categorizing and correlating the frequency of strategy use with other variables rather than focusing on the messy details of how strategies are used in practice. Recently, leading theorists (Cohen, Oxford) have advocated a dynamic approach to strategies. A dynamic approach opens the door to new concepts and research methods. This study examines how the use of non-verbal communication (NVC) strategies fluctuates with self-assessments of competence before and after strategy training. Competence appraisals reflect a rapid, ongoing, real-time, self-evaluative process that regulates adaptations to ongoing communication. The idiodynamic method was used to examine learners' competence appraisals continuously within a L2 task on a per-second timescale. Ten university student participants, all international students in Canada speaking English as a second language, were given the task of convincing an interlocutor to visit their home country for tourism. Data include continuous self-ratings of competence appraisals made by participants and NVC strategy use coded by trained observers, both of which were by watching a video recording of the communication session. Data were analyzed using both group and individual-level approaches. At the group level, dependent t-tests showed significant changes in mean competence appraisals from pre- to post-training, and the frequency of use of NVC-strategy increased following training. At the individual level, Change-Point Analysis (CPA) identified threshold moments when statistically significant changes occurred in NVC strategy use that can be linked to the communication that was taking place. Process-oriented accounts from individual participants provided detailed insight into how and why the NVC strategies were implemented post-instruction, and their perceived effects on competence appraisals. The results contribute to the growing understanding of how NVC interacts with verbal communication in L2.
Keywords	Language Learning Strategies, Complex Dynamic Systems, Nonverbal communication
Link (to video from the conference)	https://youtu.be/Ojk6-Cg1pII

Abstract #107

Author	W.L Quint Oga Baldwin
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Title	Relationships motivation theory for learning a new language
250 word abstract	The reasons learners engage with a new language out of class can be personal, are sometimes romantic, and are often woven into a complex web of social relations. The relationships, and potential relationships, that surround learners represent a major reason why students choose to pursue further language study. This talk will outline the potential applications of

	relationships motivation theory (RMT), one of the six mini-theories of self-determination theory. Relationships motivation theory states that high quality close personal relationships support people through authentic communication, transparency and honesty, and emotionally fulfilling connections. The language learning community—both the native and non-native speakers—can support learners' internal locus of causality, prompting these learners to return to interact with speakers of the language. This mini-theory may provide a unifying theoretical perspective between on topics such as instrumental-integrative motives, the concept of developing communities of practice, and constructs such as the ideal L2 self. Relationships motivation may help explain how and why learners become drawn to a target community, how interaction sustains the learners in that community, and how giving back to the target community can help learners thrive. I will outline the implications of RMT for language study, and provide a research agenda for investigating both qualitative and quantitative aspects of motivating
Keywords	SDT, relationships motivation, communities of practice
Link (to video from the conference)	https://youtu.be/N29vKWa8zmw

Abstract #188

Author	Yuhang Hu
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Title	A meta-analysis of extraversion/introversion and L2 achievement
250 word abstract	In the field of second language acquisition (SLA), one personality dimension, extraversion-introversion, has received the most attention in SLA research (Daele et al., 2007). This is in part probably due to the encouragement by Dewaele and Furnham (1999) on extraversion, but also in part because this is an intuitively appealing factor when considering language learning. Most people would agree that extroverts are better language learners since they tend to be sociable and thus are able to take full advantage of opportunities to practice the language (Daele et al., 2006). However, the initial research findings were counter-intuitive and indicated that extraversion might not predict success in second language learning (e.g. Ehrman & Oxford, 1995; Carell et al., 1996). Dewaele and Furnham (1999) argued that the lack of significant findings of the relationships between extraversion and language achievements was the result of not distinguishing properly between the written and oral criteria in the language outputs assessments. This argument was subsequently substantiated in the results of several studies that successfully revealed the relationships between extraversion and oral productions (e.g. Daele et al, 2006; Liang & Nelson, 2018). To answer these lingering controversies, this study aims to firstly meta-analyze the relationships between the extraversion/introversion dichotomy and second language achievement. By using the meta-analyze technique, the present study will combine and integrate the results from existing primary studies and the following two research questions will be pursued: (1) what is the direction and size between extraversion/introversion and second language achievement? and (2) how do different language achievement measures, educational levels, learning context, age, etc. moderate the relationship? It is also expected that this study would make the SLA community re-build their

	confidence into investigating the role of personality traits in second language learning, a field which still has a great potential to advance L2 knowledge.
Keywords	Personality trait, extraversion, introversion, L2 achievement, meta analysis
Link (to video from the conference)	https://youtu.be/nWruWBjby6c

Abstract #121

Author	Abigail Parrish
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Title	Tracking self-determined motivation through foreign language learning in the secondary phase
250 word abstract	This paper uses Self-Determination Theory to track student motivation in Modern Foreign Languages lessons through the secondary (high school) phase. Findings suggest that motivation peaks at the beginning of each of the three Key Stages (courses) within the phase, and then declines. Implications for practice are discussed. [summary] In England, French, Spanish and German are taught in schools as 'Modern Foreign Languages' (MFL). An 'English is enough' mentality pervades many language classrooms and many students do not continue with the subject in its post-compulsory phase (post-14), making the issue of motivation a key one in increasing linguistic capabilities. Students from each year group (grade) in three secondary schools in one region of England took part in the study (total n = 1796; ages 11-18), completing the Self-Regulation Questionnaire (Academic), the Learning Climate Questionnaire and the Basic Psychological Need Satisfaction & Frustration Questionnaire. Findings suggest that motivation mirrors standard patterns embedded in secondary schooling in England, where the first three year groups, Years 7-9, form Key Stage 3 (KS3), Years 10 & 11 form KS4 and Years 12 & 13 form KS5, with high stakes public examinations taken at the end of Key Stages 4 & 5. The data show that autonomous motivational orientations (considered more positive) peaked at the beginning of each Key Stage and then declined, being replaced by controlled (more negative) forms of motivation and amotivation. This pattern was mirrored in reports of autonomy, competence & relatedness, SDT's Basic Psychological Needs. These findings are of significance to teachers, who need to encourage and support student motivation in their classes throughout secondary schooling. By tracking changes across the year groups, this study gives insight into the key points where motivation and Basic Need satisfaction decline, providing crucial information for teachers. Implications for practice will be explored during the session
Keywords	Self-determination theory, Motivation, Secondary school
Link (to video from the conference)	https://youtu.be/CJZU5wttpCM

Author	Gillian McLellan
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(Additional Author Names, if any)	Eva Kartchava, and Michael Rodgers
Title	Teachers' views on language learner motivation and its sources in two contexts – a comparison of ideals?
250 word abstract	Language learner motivation can include learners' reasons for learning a language and the efforts and behaviours learners apply to language learning (Ellis, 2005). Motivation research has examined strategies teachers use to motivate their students and has found that the use of these strategies increases language learning (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei 2008; Papi & Abdollahzadeh, 2012). However, little is known about how teachers view learner motivation (Lou & Noels, 2019) and its sources (Oga-Baldwin, 2019). This suggests a need for greater understanding of what teachers consider motivating to their students, especially since teacher perceptions of motivation have been shown to affect how teachers sustain motivation in their students (Guilloteaux, 2013). Furthermore, few studies on motivation have ventured beyond the EFL and EAP contexts (Plonsky, 2016), calling for explorations of other instructional settings (Ortega, 2019). This study investigates teacher beliefs as to what motivates their students in the setting of refugee and newcomer to Canada L2 language training. Two groups of educators - one providing workplace language training to newcomers (n=30) and another providing general ESL classes to newcomers (n=30) - were asked to complete a questionnaire to determine their beliefs about student motivation and its sources. Questionnaire responses were compared to investigate similarities and differences in teacher beliefs between the two teaching contexts. Follow-up interviews conducted with a smaller sample of educators (n=10) sought elaboration on the teachers' survey responses and explored the extent to which teachers saw themselves apply their beliefs about learner motivation to their teaching. While the teachers viewed learner motivation as the catalyst in sustained L2 practice and were able to recognize various sources of motivation for their learners, they reported struggling to act on these in their practice, reporting individual learner, institutional, curricular, and societal constraints. Pedagogical implications are discussed.
Keywords	teacher beliefs, learner motivation, refugee and newcomer language training
Link (to video from the conference)	https://youtu.be/4jMpgiPKu34

Abstract #148

Author	Jason Brown
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Title	Emotional Engagement: The Dynamo Powering Directed Motivational Currents
250 word abstract	Directed motivational currents (DMCs) are described as powerful motivational phenomenon capable of boosting one's progress along a goal-directed pathway (Dörnyei et al., 2015). DMCs explain how complex sets of social, affective, cognitive, and contextual factors can play a role in motivating L2 learners in the classroom where, for example, project-based learning (PBL) is combined with a vision-informed, goal-oriented syllabus. Drawing on this framework, the current study investigated prominent factors that triggered

	sustained periods of intensified L2 task engagement during a community service-learning course offered for international students at a Canadian university. The participants (N = 21) were students from a variety of countries, and the course prepared them for volunteer roles at community charity organizations where they completed their service for the course credit. The data was collected through repeated measures sampling over 13 weeks. Data sources included reflection journals, interviews, and idiodynamic wave graphs generated during retrospective participant recalls using the idiodynamic method (MacIntyre & Legatto, 2010). Data from focus learners (n = 9) was analyzed using retrodictive qualitative modeling (Dornyei, 2014), which enabled the trajectory of the overall constellation of system variables under study to be captured. Results show that when students chose community placements that aligned with their IL2S visions, positive emotionality enveloped their participation in the class activities. In turn, this positive emotionality energized behaviour, resulting in overall improvement in engagement trajectories.
Keywords	DMC, Emotional Engagement, Service-learning, Idiodynamic
Link (to video from the conference)	In-person, video not available

Abstract #22

Author	Toshiyuki Nakamura
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Title	Exploring Japanese language learners' multilingual visions: A domain analysis
250 word abstract	In the field of second language motivation research, scant studies of multiple language learning motivation have been conducted. This is largely due to a strong monolingual tradition in the field as the two most influential second language (L2) motivation models--Socio-Education Model (Gardner, 2001) and L2 Motivational Self System (Dörnyei, 2005)--do not accommodate multilingual learners (Henry, 2017). However, in concordance with the multilingual turn in second language acquisition research (de Bot, 2016), there is a growing demand for a theoretical framework capable of explaining the motivational relationship between multiple languages. This study responds to the call by explaining the efficiency of the psychological concept of domain of possible selves (Markus & Nurius, 1986) to understand multiple language learning motivation. Analysis of interview data collected from six L1 English (American) and four L1 Korean/Chinese students revealed differences in how the two groups of Japanese language learners constructed their future Japanese self-images and their broader self-images as bi/multilingual users. In particular, the learners' bi/multilingual visions varied according interpersonal, leisure, education, and career life domains. The findings suggest that the concept of domain of possible selves would be beneficial for understanding how different language self systems coexist or cooperate.
Keywords	language learning motivation, domain of possible selves, ideal multilingual self, Japanese language learners
Link (to video from the conference)	https://youtu.be/UtyRaJLFj2w

Abstract #160

Author	Takumi Aoyama
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Title	Exploring Japanese EFL Learners' Motivational Profiles: Latent Profile Analysis of a Large-Scale Survey
250 word abstract	In the past decade since Ryan (2009) and Taguchi, Magid, and Papi (2009) released large-scale studies on Japanese EFL learners' motivation, English language education in Japan has experienced drastic changes, such as a revision of the national curriculum which puts more emphasis on communication using English. Therefore, this study focuses on the motivation of learners who experienced those changes. The aims of the study are (1) to explore general tendencies in Japanese EFL learners' motivational profiles, and (2) to explore varying patterns in Japanese EFL learners' motivational characteristics. To achieve the aims of the study, an online survey is currently in progress among Japanese university-level EFL learners. The survey consists of 46 items on concepts such as ideal and ought-to L2 selves, and effort in language learning. The item pool was developed drawing on previous studies conducted in Japan (e.g., Taguchi, et al., 2009), and the statements were translated into Japanese. Data will be analysed using latent profile analysis (LPA), a model-based clustering method which identifies clusters based on sample distributions and model fit indices. Since LPA concerns "the probability that each person belongs to one of the groups" (Oberski, 2016, p. 275), it takes each person's individual characteristics into consideration, and captures more complex pictures of learners' profiles. For those reasons, this study adopts LPA instead of conventional clustering techniques (e.g., k-means method, hierarchical cluster analysis) used in previous studies (e.g., Papi & Teimouri, 2014). Although this is a work-in-progress study and the results have not yet been revealed, the expected outcomes of the study will offer a more detailed picture of Japanese EFL learners' motivational profiles that reflect individual learners' characteristics. In the presentation, I will discuss the characteristics of learners in each cluster by comparing the outcomes of large-scale studies previously conducted in the Japanese context.
Keywords	motivation, Japanese EFL learners, latent profile analysis
Link (to video from the conference)	In-person, video not available

Abstract #33

Author	Zi Wang
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Title	Dynamics of multilingual learning motivation: A study of Chinese learners of English and Japanese
250 word abstract	This presentation reports on two cases from a larger-scale study that set out to investigate the motivational dynamics in multilingual learning. The two participants (A and B) were first-year Chinese university students who were majoring in Japanese and also continuing to learn English. Three rounds of

	semi-structured interviews were conducted over ten months, in which participants were also asked to plot their motivational fluctuations in motigraphs. Research data show different motivational trajectories across languages and across learners. Preliminary analysis indicates that the participants' dynamically stable self images played an important role in their motivation. This study mainly focuses on the language-related aspects of their self images while looking at them holistically. For A, she constructed a cool future self as a researcher and as a multilingual self; for B, he had a future self as a gentle and expressive person and an ambivalent self as a language learner. Such self images were shaped by and modified according to their interaction with the socio-cultural context and their immediate learning experience. Socio-cultural factors found in this study included the nationalistic sentiments in China, the presence of Japanese cultural products and the status of English as an important global language. They set the baseline of the participants' motivation and continued to exert influences. Factors in their immediate learning experience were the languages themselves, their teachers and peers. Enjoyment from language learning and aesthetic appreciation of language(s) and frustration/excitement from peer comparison and teacher feedback accounted for their motivational fluctuations.
Keywords	multilingual learning, motivational dynamics, self, context
Link (to video from the conference)	https://youtu.be/QSYJZPVTxzE

Abstract #10

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Title	Language strategies in content-based learning: the role of motivation, proficiency and instruction in a learning strategy instruction program
250 word abstract	Language learning strategy instruction (LLSI) has attracted the interest of researchers for decades. However, although the body of research on LLSI is now extensive, there are still several substantive gaps in the literature. In terms of learner populations, the number of studies with young learners are still scarce (Macaro, 2007) and research using large samples is not common, probably because of the difficulty involved in selecting larger representative samples. More importantly, there is very limited research carried out in a content-based context in a multilingual setting, which is characterized by learning school subjects through the medium of an L2, or in our study, in an L3. Specifically, the aim of this study is to investigate the impact of a programme on reading strategy instruction on a number of individual factors: the role of motivation, proficiency and instruction. For our research we adopted a quasi-experimental pre-test-post-test design with 100 children (age 11–13) at a school in the Basque Country in Spain, a bilingual community (Spanish and Basque), where the foreign language (English) is incorporated in the curriculum, in this case through content-based instruction. In our study, each class consisted of 25 students, two acting as experimental groups (EG), which received the strategy instruction in reading, and the other two acting as control groups (CG). The EG received instruction on reading strategies over a

	period of 7 weeks. Our results showed the positive effects of the intervention on the children's development of reading competence, as well as an increase in metacognitive awareness. Our results also demonstrated a close relationship between motivation, proficiency and performance. Those students who were more motivated generally benefitted more from the intervention in reading. The study further points to the positive effects of this type of interventions, which may set the building blocks for further learning skills.
Keywords	multilingualism, language learning strategies, CLIL, motivation
Link (to video from the conference)	https://youtu.be/4FTdThyJKb8

Abstract #125

Author	Lixinhao (Aurora) Gao
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Title	Tracing the motivational dynamics of L3 learners: a multiple case study of four high- and low-proficiency undergraduates in the UK
250 word abstract	Underpinned by complex dynamics systems theory (CDST), this qualitative multiple case study traced the motivational dynamics of four high-proficiency and low- proficiency Spanish major undergraduates to conceptualise third language (L3) motivation as a dynamic, idiosyncratic and context-sensitive construct. By dint of cutting-edge retrodictive qualitative modelling (RQM), data were collected from the participants' narrative accounts elicited from retrospective interviews about their past two-year L3 learning history and real-time journals compiled over the eight-week study. The research examined the learner archetypes of these L3 learners and how they construct and rationalise their motivational trajectories of Spanish learning across time (past, present and future) and space such as at university and home. By exploring how the components of their motivation systems interact with each other in a dynamic and nonlinear way, the study also distilled the signature dynamics of their L3 motivation. In this regard, the study probed the variations and commonalities of the motivational dynamics between high-proficiency and low-proficiency L3 learners and the factors that affected them. Findings demonstrated that the participants' motivation fluctuated dynamically throughout the learning process. Moreover, four motivational signature dynamics incorporating dynamic equilibrium, periodic loop, shift from one attractor state to another and a repetitive cycle were identified to reveal the intricacies of motivation, adding three original dynamic patterns to the existing literature. The study also unearths effective ways to boost the motivation of L3 learners, especially low-proficiency ones, by uncovering the multi-dimensional factors that affected their motivational dynamics. Hence, it presents pivotal implications for L3 and languages other than English (LOTE) educational practitioners and researchers.
Keywords	L3 motivational dynamics, high- and low-proficiency, retrodictive qualitative modelling, LOTE

Link (to video from the conference)	
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Abstract #173

Author	Tianyi Wang
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Title	A longitudinal study of five university L3 learners's motivation in China
250 word abstract	Despite growing interest on multilingualism, in the field of motivation, little research has taken a longitudinal perspective to investigate the role played by ideal multilingual selves in constructing learners' motivations towards learning a foreign language other than English (LOTE). Underpinned by the L2 Motivational Self System, this study particularly focused on how Chinese undergraduates' motivations towards being multilingual influenced the formation of their LOTE motivational trajectories over a course of one academic year. Three rounds of interviews, written journals and class observation were carried out to explore both LOTE and non-LOTE major students' motivational patterns at a Chinese undergraduate university. Findings showed that learners' ideal multilingual selves occupied an increasingly more important position in shaping their LOTE learning motivations during the academic year. While this construct did not appear to be a powerful motivator at the beginning of learners' LOTE learning, it turned out to be the crux for the sustainability and strengthening of participants' LOTE motivations at the later stage. Pedagogical implications emphasise on the importance for language educators to help LOTE learners to obtain cross-linguistic experiences and develop their ideal multilingual selves.
Keywords	Motivational intervention, L3 motivation, L2 motivational self system
Link (to video from the conference)	https://youtu.be/2duKtO62HFY

Abstract #119

Author	Lisa Brinkmann
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Title	Waves and Types of L3 learning experience. A Case Study in French Language Learning in Germany
250 word abstract	Dörnyei's (2009) L2 motivational self-system, composed of an ideal L2-self, ought-to L2-self and L2-learning experience, is groundbreaking for researching language learning motivation. Research in L3 motivation (L3= a foreign language learnt after a first foreign language (=L2)) has shown that L3 motivation is dynamic and complex, depending on previous foreign language learning (e.g. Man et al 2018). In the scope of my PhD-project, since September 2021, I collect data on the L3 motivation of 23 students (aged 12-13; second learning year) in a grammar school in Hamburg through questionnaires (repeated 6 times). The questionnaire is adapted from Man et al (2018) and includes the same scales. The multiple case study aims to identify different (multiple) cases by

	classifying students' motivation following three concrete research questions: Can students' motivations be classified following ... i) ... motivational types? ii) ... changes in L2 learning experience? iii) ... or both? A preliminary analysis of the data shows that only two students may be classified as type 'L2 learning experience'. Albeit not being a common motivational type, L2 learning experience can still be an indicator for the classification of students if these show similar changes in L2 learning experience (possibly according to events or changes in the classroom). The data analysis follows qualitative comparison (Yin 2017), since N=23 does not apply for quantitative analysis. Finally, the results can provide insights into waves (changes) and types of motivation. References Dörnyei, Z. (2009), The L2 Motivational Self System. In: Z. Dörnyei; E. Ushioda (Eds.): Motivation, Language Identity and the L2 Self, 9-42, Bristol: Multilingual Matters. Man, L.; Bui, G.; Teng, M. (2018), From second language to third language learning. In: ARAL 41 (1), 61-90. Yin, R. (2017), Case Study Research and Applications. Singapore: Sage.
Keywords	L3 motivational self system, French classroom, case study, cluster analysis
Link (to video from the conference)	https://youtu.be/a0AjErgWSqM

Abstract #58

Author	Muhammad Shahbaz
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Title	Motivation and Self-Concept of Foreign Language Learners at an Early Age: Perspectives of learners and teachers in Pakistan
250 word abstract	This research explored motivational and self-concept beliefs of young English as foreign language (EFL) learners in Pakistan. English language has become a social skill and it is significant to provide this skill to all students at a similar level. We have good number of studies exploring motivation and self-concept of English learners at tertiary and university level, however, there is no real evidence available about ongoing process at secondary and primary school level. Hence, this study used mixed method design to understand motivational and self-concept beliefs of English language learners (n=461) and how these beliefs effect English language learning in primary schools of Pakistan. Results of this research suggest that young language learners in Pakistan are highly motivated to learn English, however, extrinsic motivation is dominant among these learners. Score for intrinsic motivation and Amotivation scales remain comparatively low. For self-concepts, these young language learners also exhibit positive self-concepts beliefs about their abilities to perform tasks in English language. Despite high motivation levels and positive self-concepts, intended learning effort remains a problematic factor for this group of learners. Comparison of data based on socio-contextual variables highlights minor differences by gender (male/female) of participants and their school type (public/private). Conversely, there is significant variance among learners based on geographical setting of schools

	(urban/rural). Qualitative data from teachers (n=19) explain reasons for extrinsic motivation among these young learners in Pakistani context where kids learn English because of high demand in the society around them. Teachers highlight false positive self-concept might be helpful in achieving good results in studies. Results of this project will be beneficial for all stakeholders in the field of education, especially students, teachers and policymakers. This study provides a solid footing for future EFL research for young learners in Pakistan.
Keywords	Young Language Learners (YLLs), Second Language Learning Motivation, Self-Concept in SLA, Socio-contextual Factors, Pakistani Context
Link (to video from the conference)	https://youtu.be/THcd3kEkdfY

Abstract #73

Author	Alia Moser
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Title	Flipped perspective: Students' views on their individual learning processes
250 word abstract	In our paper, we present findings of an empirical study on students' voices on their individual learning processes throughout several lessons doing various activities. Data drawn from a questionnaire and students' visual representations of their motivation curve show their varying motivation during the course of several lessons. "[summary]" A positive attitude towards learning clearly aids successful performance, but how can learners be helped achieving this goal? Classroom interaction is a complex issue, where task design, peers, teachers and various other factors have an impact on students' motivation to engage with the tasks at hand. We claim that students' beliefs how motivated they are and their actual engagement throughout a task can vary tremendously. As Dörnyei and Skehan (2003, p. 614) explain, "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it." Taking these changes in motivation into account, we argue that taking a flipped perspective and reporting on students' perceptions while performing various activities (e.g., pair work, group work) will show the importance of task design as well as the interaction with peers. Hence, the aim of this classroom-based study is to provide answers to the question of how motivation changes within single lessons and series of lessons, and what factors might be responsible for fluctuations of this kind. In doing so, the study investigates the changes of motivation of a group of Austrian high school students by visualizing motivation curves to reflect their engagement and interest in corresponding classroom activities. In addition, a questionnaire (based on Ryan's motivational factor questionnaire) should shed light on students' L2 learning experience and their motivational intensity during four consecutive classes focusing on interaction.
Keywords	individual learning process, motivational intensity, student's perceptions
Link (to video from the conference)	In-person, video not available

Abstract #145

Author	Tetsuya Fukuda
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Title	Examination of school belonging and L2 motivation with structural equation modeling
250 word abstract	In SLA, L2 motivation has been widely investigated, while school belonging has rarely been paid attention to. Thus, the first purpose of this research is to examine the construct of school belonging among language learners. Since it can be expected that students' perceptions change over time and that the changes differ from school to school, the second purpose of this research is to investigate the changes in L2 motivation and school belonging with school as a predictor. To fulfill the purposes, data were collected three times over a school year through questionnaires given to over 500 first-year university students across four schools in Japan. There are 32 items in the L2 motivation questionnaire targeting five sub-components and 23 items in the school belonging questionnaire targeting three sub-components. As the items had been validated in an exploratory factor analysis in the pilot study, the model that has five sub-components in L2 motivation and three sub-components in school belonging was examined in a confirmatory factor analysis. The results show that the model has a fit good enough to confirm that school belonging as well as L2 motivation exists among the language learners as a large construct consisting of sub-components. Next, the changes were examined using growth curve modelling. The descriptive statistics indicate that students became less motivated to study English and less affiliated to school over time, but each school showed different patterns of change. Growth curve modelling shows that L2 motivation and school belonging are interrelated in a meaningful way and school can be considered a predictor of the changes of these two large constructs. In other words, L2 motivation and school belonging change among university students during the first year in university and the changes differ depending on what school they attend.
Keywords	L2 motivation, school belonging, growth curve modeling
Link (to video from the conference)	Symposium: https://youtu.be/RwbDRuICP6o Poster: https://youtu.be/ZE41xO2Oz6w

Abstract #8

Author	Peter Kim
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Title	Motivation and Aptitude: A Partial Validation of Energy Conservation Theory for Second Language Acquisition
250 word abstract	Motivation and aptitude have both been long established as key factors contributing to late L2 learners' differential attainment of the target language (Dornyei & Skehan, 2003). Yet, theoretical attempts to model their

	role have been few and far between. Energy Conservation Theory of Second Language Acquisition (ECT-L2A; Han, Bao & Wiita, 2017), an interdisciplinary theory juxtaposing a physics perspective and an applied linguistics perspective, conceptualizes individuals' ultimate attainment as a function of dynamic conversion and transformation of endogenous and exogenous energies throughout the learning process. Motivation, an element of endogenous energy, initially serves as the main driver of learning, grows stronger as learning advances, as a result of its interaction with input traction, an element of environmental energy, but diminishes as learning reaches asymptote. Aptitude, on the other hand, remains constant throughout the learning process. ECT-L2A predicts, inter alia, (1) that beginning L2 learners should show stronger motivation than end-state learners, (2) that developing learners should show higher motivation than that of beginning learners, and (3) that beginning, developing, and end-state learners should exhibit similar profile in aptitude. These predictions were tested with 56 ESL learners grouped into three proficiency levels: beginner, intermediate, and advanced. Correlation analyses were conducted on learners' aptitude, motivation, years of study, and performance on a timed grammaticality judgment test. The results showed that: (1) with increase in proficiency and years of study, there was a decrease in motivation; (2) the effect of aptitude diminished as learners made progress towards the target language; (3) combined effect of aptitude and motivation correlated positively with their L2 attainment, but its effects diminished as the proficiency level of the groups became more advanced. The results are discussed in relation to (1) ECT-L2A, (2) previous studies on motivation and aptitude.
Keywords	motivation, aptitude, L2 learning outcome, SLA
Link (to video from the conference)	https://youtu.be/zCO6jF7AaFI

Abstract #164

Author	Chuyi Wang
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Title	A study of the motivation of adult learners who learn Chinese as a foreign language in the UK
250 word abstract	L2 motivation is an important factor in second language acquisition. The study of Chinese as a foreign language (CFL) motivation is significant for students, teachers and institutions alike, as drop-out rates within this group are high and a cause for concern. To date, however, little research attention has been devoted to the study of motivation among adult learners studying in HE and FE on additional courses in the UK. This study aims to understand this issue by analysing the relationship between motivational factors identified by individuals and their classroom experiences; and whether, how and why motivation changes over time. Both quantitative and qualitative data has been collected, including through questionnaires, interviews and classroom

	observations. This research also surveys Chinese teachers who teach Chinese in the UK regarding their understandings of students' motivations and the motivational teaching strategies they employ. This study aims to address both the theoretical gaps in the field of motivation research for adult amateur CFL learners in the UK and offer suggestions for improving levels of motivation within that group.
Keywords	L2 motivation, Chinese as a foreign language, the UK
Link (to video from the conference)	

Abstract #49

Author	Ahmad Sardar
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(Additional Author Names, if any)	Ahmad Mujtaba Ali Afeef Tahir Butt
Title	Factors Affecting the Motivation of Students Studying English as Major in Gujranwala, Pakistan
250 word abstract	This study investigated the factors affecting the motivation of Pakistani university students studying English as major subject. The motivational factors were measured by using Gardner's socio-educational model (1985) and Dörnyei's L2 motivational self-system (2009). Using a quantitative approach for this study, the data was collected from male and female students (N=268) of three public and private universities of Gujranwala through a questionnaire survey. Ten motivational factors were used in questionnaire to measure the responses of participants. SPSS software (version 19) was used to analyse data. Descriptive and inferential statistics were used in the data analysis. The responses of the participants explained their views on the selection of English as major. The results showed that Integrative Motivation is the most affecting factor which contributed to the motivation of Pakistani university students in selection of English as a major degree program. The study revealed that Sense of Belonging, Ideal L2 Self, and Instrumental Motivation are also much influential to motivate participants. The findings further explored that participants see themselves speaking English fluently in future after the selection of English as major. The participants showed a highly positive attitude towards English speaking community. The study included gender as a variable, and found that female participants held greater integrative motives than male. Interestingly, females also scored significantly higher than males on a range of variables included in this study, which are similar to previous studies (e.g. Ryan, 2008; Henry, 2009). The Integrative Motivation was found to correlate significantly high with Ideal L2 Self.
Keywords	L2 Motivation, Integrative Motivation, English as a Major Subject, Sense of Belonging
Link (to video from the conference)	In-person, video not available

Abstract #163

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Title	Examining L2 grit among English majors: Levels, correlates and link to attainment
250 word abstract	L2 learning is mediated by a variety of individual difference (ID) variables such as motivation, anxiety, intelligence, aptitude, or learning styles and strategies, most of which have been comprehensively researched and described (e.g., Dörnyei & Ryan, 2015). There is, however, one ID factor that still remains the terra incognita of SLA, namely grit. It can be defined as a combination of perseverance and passion for long-term goals, allowing the perusal of these goals against temptations and adverse circumstances (Duckworth, Peterson, Matthews, & Kelly, 2007). As social psychologists indicate, grit is a predictor of achievement in many different situations as gritty individuals manifest considerable stamina. Given that sustained effort plays a crucial role in the language learning process and that grit has so far attracted only scant attention of applied linguists (e.g., Kramer, McLean, & Martin, 2018; Lake, 2013), this issue is certainly in need of further empirical investigation. This paper reports on a study that examined the level of grit manifested by 119 Polish students majoring in English, its relationship with L2 grit, language learning curiosity, language learning enjoyment, anxiety and motivated behavior, as well as its link to attainment. The data were collected by means of a self-report questionnaire consisting of six scales intended to measure the subjects' general domain-grit (Duckworth et al., 2007), L2 grit (Plonsky, Tabandeh, & Teimouri, 2017/2018), curiosity (Mahmoodzadeh & Khajavy, 2018), enjoyment (Dewaele & MacIntyre, 2014), anxiety (Dewaele & MacIntyre, 2014) and motivated behavior (Taguchi, Magid, & Papi, 2009). Attainment was operationalized as scores on the end-of-the-year examination. Correlational analysis revealed both positive and negative correlations between grit and the remaining variables under investigation. It also demonstrated that this attribute was positively related to attainment. The findings serve as a basis for suggestions as to how grit could be enhanced in the L2 classroom.
Keywords	L2 grit, motivated behavior, emotions, attainment
Link (to video from the conference)	In-person, video not available

Abstract #79

Author	Abdullah Alamer
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Title	Having an autonomous single language interest increases achievement: Addressing the predictive ambiguity of L2 grit
250 word abstract	The present study aims to evaluate the role of 'single language interest' (SLI) and assess its applicability and predictive validity for subsequent language achievement. SLI builds directly on the concept of 'consistency of interest' from grit and postulates that language students who have one autonomous language interest during their study (e.g., during the university setting) would achieve the language more successfully than those who have multiple language-unrelated interests/projects besides their language study. To test

	this concept, 235 undergraduate English students were tracked over roughly one academic year. SLI construct validation was achieved using exploratory factor analysis (EFA) and exploratory structural equation modelling (ESEM). The analyses indicated a reliable and valid scale of SLI. The longitudinal moderated model offered critical information about how SLI is related to L2 achievement after one academic year. The effects of SLI on L2 achievement are positive when students have a single language interest in an autonomous and less controlled manner, but negative when students' have a single language interest in a controlled manner. The effects hold constant while controlling for initial language achievement. Conceptual and educational implications are discussed.
Keywords	single language interest (SLI) consistency of interest (CI) autonomous motivation self-determination theory (SDT) language achievement partial least squares structural equation modeling (PLS-SEM)
Link (to video from the conference)	https://youtu.be/EuFgbckaqGg

Abstract #162

Author	Xueqi Qiu
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Title	What motivates art and STEM students to learn English as a foreign language in the universities in Beijing? A comparative investigation
250 word abstract	Language learning motivation(LLM) is a key influence factor for language learning, and the LLM difference between STEM and art students has also been discussed in recent years. This study aims to comparatively investigate the pattern of STEM and art students' LLM in the universities in Beijing, China. Mix methods were used, with a questionnaire and semi-structured interview. The questionnaire employed one classic measure called the LLOS-IEA(Noels et al., 2000) with modifications to suit the Chinese context. The main statistical methods used for the questionnaire data analysis were descriptive analysis, one independent-samples T-test and canonical correlation analysis. The main analysis for the interview is the thematic analysis invented by Braun and Clarke(2006:96) The whole analysis showed a weak statistical significance between the subject and their language learning motivational pattern. However, there were some differences shown among the other factors, such as their learning methods, self-reflection and the language skills they expected to improve. Further, their personal experience presented a unique contribution to the motivational components. These findings suggest that the university course and the student's language learning strategy could be adjusted to improve LLM. For the research method, exploring an instrument for using a mixed-method in LLM is recommended for further studies. In terms of limitations, the study only used samples from universities in the

	same tier in Beijing, so the results may not be applicable on a large scale unless the students' background is similar to the students in this study.
Keywords	STEM students, art students, language learning motivation, English learning
Link (to video from the conference)	https://youtu.be/vf-c8CKDqDg

Abstract #153

Author	Alireza Sobhanmanesh
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Title	Motivating ESL Learners in a Community College Classroom: The Impact of Individual and Group-Level Interventions
250 word abstract	The recent complexity shift in SLA (de Bot, 2015) has given rise to interest in describing the "signature dynamics" of learners' motivational systems, i.e. identifying the patterns that lead to observable outcomes (Chan et al. 2015). However, these studies aim to describe the systems' trajectories; not to intervene to create changes within the system. Aiming to address this gap, the researcher collaborated with 18 ESL learners and their teacher in designing and implementing a number of group and individual-level interventions (tasks and social activities designed to motivate the learners) in a Canadian college classroom. Group-level interventions aimed to change the signature dynamics of the class system as a whole, while individual-level interventions were directed at individual learners' motivational systems as agents forming the broader group. Data were collected through engagement surveys (Experience Sampling Forms, Csikszentmihalyi, 2014) and three semi-structured interviews. The results indicated that the group-level interventions took the class system from non-participation, with avoidance representing students' behaviour, towards engagement as a new attractor state, characterized by the students' approach drive. On an individual level, the interventions affected the learners differently based on the shape and initial conditions of their motivational system. For instance, a high-achieving student was able to find activities with the right challenge-skill balance which increased her self-confidence. An externally motivated student developed a more harmonious personality, internalizing his parents' expectations as his own goals which energized him further. The final interview showed that although the learner's motivational systems at times reverted to their former less motivated states (initial conditions of the system), the interventions enabled the learners to use their sense of agency to direct the system towards new motivated attractor states. Overall, these results highlight the positive effects of classroom intervention in changing learners' motivational trajectories; both at individual and group level.
Keywords	Signature Dynamics, L2 Motivational System, Individual-Level Interventions, Group-Level Interventions
Link (to video from the conference)	https://youtu.be/ORUJyqEd8wQ

Abstract #3

Author	Glen Poupore
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Title	Directed Motivational Currents, Learner Engagement, and Project-Based Learning in a University Intensive English Program
250 word abstract	Directed motivational currents (DMCs) and the notion of engagement have recently gained attention for their value in generating a powerful and action-oriented motivational force that is able to cut through the various challenges and disturbances that learners face in a real and complex world. DMCs, as an example of sustained engagement, describes a long-term experience of intense motivational energy with the aim of achieving a highly valued goal that is characteristic of heightened levels of productivity. While there are a few studies which have investigated DMCs, most as individual case studies focused on L2 achievement, few have been conducted at the classroom-based level. The aim of this study was to identify whether university learners in an intensive English program experienced a DMC during an 8-week play performance and video production project conducted in small groups. Focusing specifically on one of the groups, and functioning within a complex systems perspective, the study also aimed to identify the combination of elements that contribute to and/or inhibit the development of a DMC. Based on learner data from project journals that were completed on four occasions during the 8-week project, which also functioned as DMC questionnaires, and conference interviews with the teacher-researcher that were conducted on two occasions, the findings indicate that group DMCs were the result of an interaction of a variety of facilitative elements related to positive emotionality; self-concordant goals; vision; a sense of competence, autonomy, and relatedness; positive group dynamics, key project characteristics, teacher support, and positive outcomes in the form of language-related gains, intercultural knowledge, and personal growth. The facilitative elements, furthermore, operated to mitigate against more attenuating elements represented in learners' challenges, fears, anxieties, and distractions.
Keywords	directed motivational currents, learner engagement, project-based learning, complex dynamic systems
Link (to video from the conference)	In-person, video not available

Abstract #170

Author	Toshie AGAWA
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Title	Does a strictly managed e-learning program undermine EFL learners' internalized motivation?
250 word abstract	This study investigated whether strict learning management is compatible with constructing EFL learners' internalized motivational characteristics, including the ideal L2 self. Many studies have shown that stricter learning

	management is a key in bringing out students' constant and continuous learning behavior in e-learning. As stronger external regulation plays an important role in successful English e-learning, one may question if such strict management undermines learners' internalized motivation. This study examined learners' motivational changes in a strictly managed e-learning program. Participants were enrolled in a compulsory English course at a university in Tokyo. As a part of the course requirements, they were asked to take an online conversation lesson three times a week. Pilipino tutors virtually administered the lessons using a one-on-one approach. Students were also required to meet in a university computer lab once a week to ensure that they completed at least one online lesson per week, and help them form an e-learning routine. A TA monitored students' system logs, and instructors gave reminders to students lagging behind. A questionnaire, based on the L2MSS, was administered before and after the program. The survey results indicated that learners constructed the ideal L2 self, formed the ought-to L2 self, gained confidence in English, and increased their L2 motivation. Follow-up interviews demonstrated that the learning management helped learners persevere until they felt more confident speaking English and enjoyed online classes, which in turn helped them construct the ideal L2 self and enhanced their L2 motivation.
Keywords	EFL learner's internalized motivation, e-learning, strict learning management
Link (to video from the conference)	https://youtu.be/nkuJI7MZW3o

Abstract #81

Author	Melissa Dockrill Garrett
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Title	Practices for Enhancing Student Engagement and Motivation in French Second Language Learning
250 word abstract	Second Language programs, such as French Immersion, have become well established throughout Canada. From an early age, students begin to acquire their second language through the use of effective evidence-based pedagogy. Success in these programs requires students to take risks through the application of their learning, by using their oral language with their teacher and their peers. More recent perspectives from the field of Positive Psychology highlight the relevance in applying strength-based approaches to encourage student engagement and motivation. Deci and Ryan's Self-Determination Theory (SDT), also known as the Theory of Motivation, identifies three psychological well-being needs that are essential for individuals to reach their full potential, engaging their personal sources of intrinsic motivation: relatedness, autonomy support, and competency. Using an Appreciative Inquiry research design, SDT was applied as a theoretical lens through which to investigate the use of current strength-based practices within the context of student learning. A purposeful sample of participants was used, having been identified as influencers within the education system for their strength-based perspectives. Data collection activities included individual participant interviews and subsequent focus groups. Following an inductive approach to conventional content analysis, meaningful segments of text from transcribed data were coded. The resulting practices were found to align closely with the psychological well-being needs as delineated by Deci

	and Ryan. In this proposed presentation, these practices will be shared and expanded upon in terms of the promise they hold in enhancing student engagement and motivation within Second Language learning contexts.
Keywords	Second Language Acquisition, Student Engagement, Motivation, Instructional Practices
Link (to video from the conference)	In-person, video not available

Abstract #88

Author	Zixuan Li
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Title	The dynamically stable motivational patterns in learning Chinese as a LOTE
250 word abstract	This research extends our understanding of UK university students' motivation to learn languages other than English (LOTES) via elicited metaphor analysis and semi-structured interviews. Underpinned by the L2 Motivational Self System (Dörnyei, 2009), this study employs a case study examining the motivational dynamics of students who chose to learn Chinese as a LOTE, with a special focus on the dynamic nature of the ideal and ought-to L2 selves as well as their interaction with the L2 learning experience. Three students who enrolled in Chinese courses at the language centre of a UK university participated in the study. Data were collected through an elicited metaphor writing task and follow-up semi-structured interviews. A within-case analysis was firstly conducted to investigate each individual's motivational profiles followed by a cross-case analysis, which unravelled emerging patterns and themes with regard to the dynamic and context-specific features of LOTES motivation. Findings reveal that students' motivation for Chinese learning was mainly guided by a strong ideal L2 self while the ought-to L2 self merely played a part in initiating and sustaining Chinese learning. Notably, the findings confirm the dynamic nature of LOTES motivation while reveal similar motivational trajectories among three learners, indicating that both the ideal and ought-to L2 selves were subject to the actual learning experience which encompassed influences from the cultural and pedagogical context as well as the social milieu. Limitations and implications for future research are also discussed which highlight the significance of overseas experience and the combination of various qualitative approaches.
Keywords	Language learning motivation, L2 Motivational Self System, Languages other than English (LOTES), Elicited metaphor analysis
Link (to video from the conference)	In-person, video not available

Abstract #55

Author	Jamal Kaid Mohammed Ali
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(Additional Author Names, if any)	Jamal Kaid Mohammed Ali
Title	Sources of Motivating/Demotivating English Learning in Saudi Arabia
250 word abstract	Drawing on the Self-Determination Theory (SDT), this paper aims to unveil Saudi EFL learners' sources of motivation or demotivation to study English as a foreign language in Saudi Arabia. It investigates the impact of teachers, curriculum, exposure, parents, classmates, culture, and jobs in motivating or demotivating Saudi EFL learners to study English. Towards this end, a questionnaire was prepared to collect relevant data from a sample of Saudi EFL male and female learners (n=200) at the English Department, University of Bisha. Two types of data were collected - quantitative and qualitative. The former were analyzed statistically using the SPSS, and the latter underwent thematic analysis. Important recommendations emanated from this investigation for teachers, curriculum developers, and policy-makers to enhance students' motivation to study the English language more efficiently.
Keywords	motivation, demotivation, language, SDT
Link (to video from the conference)	In-person, video not available

Abstract #85

Author	Yoko Mori
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Title	Future-proofing students for real world of English: Creating a 'sense of agency' as a strategy to reduce unwillingness-to-communicate
250 word abstract	The concept of unwillingness-to-communicate (UTC) has long been an issue in an English classroom in Japanese higher education (Matsuoka et al., 2014). The chronic tendency to avoid and/ or devalue oral communication and to view the communication situation as relatively unrewarding (Burgoon, 1976) are, indeed, typical student attitudes in Japanese university English communication classes. There is abundant literature on Japanese students' behavior in university language classrooms; however, studies using interventions, especially movies, to mitigate this negative attitude have been under-explored. My presentation stems from a year-long larger study conducted to a total of approximately 60 students in three different classes at a Japanese women's college. I conducted a small-scale mixed-methods research comprised of a survey conducted at the beginning and end of two semesters and a short essay after watching a movie. Findings from the survey included increased number of students that expressed they liked English communication after watching the movie, "English, Vinglish" – a story of an ordinary Indian housewife that realized that she was filled with inferior complex from not being able to speak English, but successfully became a confident English speaker through an unexpected opportunity that she caught during her short family stay in New York. In this presentation, I focus on the qualitative part of my study which elicited themes around emotions. The students' straightforward comments reflecting their value of life implicated that they may actually be willing-to-communicate if provided the opportunity to have "a sense of agency" through a third-person voice, in this case, Shashi, the heroine. References:

	Burgoon, J. K. (1976). The unwillingness to communicate scale: Development and validation. Communication Monographs 43(1), 60-69. https://doi.org/10.1080/03637757609375916 Matsuoka, R., Matsumoto, K., Poole, G. & Matsuoka, M. (2014). Japanese university students' willingness to communicate in English: The serendipitous effect of oral presentations. Journal of Pan-Pacific Association of Applied Linguistics, 18(1), 193-218.
Keywords	unwillingness-to-communicate; sense of agency; empathy; movie
Link (to video from the conference)	https://youtu.be/qJ665mGb8cQ

Abstract #132

Author	Dorota Záborská
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Title	Communication Savoring in EFL Classes — A Retrospective Qualitative Analysis
250 word abstract	This study explores how two constructs from positive psychology, positive communication (PC) and communication savoring, can be operationalized in general EFL lessons. In a series of classes, the author introduced students to the Mirivel Model of Positive Communication (2013), utilizing it as a PPI with the purpose to 1) ease the stress caused by switching between online and face-to-face learning environments, 2) raise students' psychological literacy, and 3) provide them with ample and meaningful language practice. This study reflects on the efficacy of such an intervention. It also identifies communication savoring detected in students' reflective reports after creating and performing dialogue skits informed and guided by positive communication. Two retrospective qualitative analyses include 1) students' observational notes taken during the skits and later uploaded online, and 2) students' reflective reports collected at the end of semester. Students' online comments together with their reports yielded about 15,000 words of raw textual data. A Template Analysis of students' reports using Pitts' seven communication savoring types (2019) applied as a priori themes was used, and it revealed that all seven types were present. Further analysis of students' online comments showed overall satisfaction and enjoyment experienced through the positive communication dialogue skits, both as performers and as audience members. Although the model of positive communication and communication savoring typology were developed based on communication in one's native language, the study's findings suggest that they are meaningfully translatable in the EFL setting.
Keywords	positive language education (PLE), positive communication (PC), communication savoring, positive psychology intervention (PPI)
Link (to video from the conference)	https://youtu.be/NSqXF1bhcJU

Abstract #75

Author	Kathryn Chaffee
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Title	The role of control strategies in language learning motivation, engagement, and grades
250 word abstract	The types of reasons students have for language learning and the types of goals students set for their language class are important for their language learning outcomes. Both an internalized motivational orientation and setting learning goals have been linked to outcomes such as lower anxiety, greater intention to continue language learning, and greater engagement in the language class. These factors may also help students to achieve good grades in their language class. This study of 234 university-level language learners integrated self-determination theory and mindsets-goals theory to examine factors that promote positive psychosocial and achievement outcomes in the language class. Specifically, I examine how perceived autonomy-support from the teacher, students' control strategy use (i.e. tendency to positively reappraise language learning difficulties or strive for control of the situation), and mindsets about whether language intelligence comes from effort or aptitude predict motivation and goal setting in the language classroom. Path models suggest that autonomy support from the teacher predicts control strategy use and mindset, and control strategies predict motivational orientation. Both mindsets and control strategies predict goal setting. Goals and motivation, in turn, predict language learning outcomes, though interestingly, learning goals and motivation did not predict course grades. Instead, course grades were predicted by goals related to performance in the class. These findings highlight that control strategies and mindsets are distinct constructs, and promoting both growth mindsets and adaptive control strategies in language learning classrooms is important.
Keywords	motivation, positive learning experiences, coping, reappraisal
Link (to video from the conference)	Live symposium; video not available

Abstract #123

Author	Kevin Yung
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Title	Directed Motivational Currents in English Private Tutoring: A Narrative Inquiry of L2 Learners' Experiences
250 word abstract	Although Directed Motivational Currents (DMCs) are commonly found in individuals' language learning trajectories, its research is still in its infancy, probably due to the limited temporal and dynamic focus in L2 motivation research. A DMC is a relatively short-term, high intense burst of motivational energy. It is driven by an individual's goal orientedness, a salient facilitative structure and positive emotionality. Through narrative inquiry, this study identifies the DMCs of 24 Hong Kong senior secondary students (Grades 10-12) subscribing to English private tutoring, a prevalent out-of-school L2 learning activity worldwide. Data were collected from two reflective journals and four rounds of individual interviews of each participant throughout one year. The findings show that this group of students were highly motivated to

	learn English with a common goal of securing good grades in a high-stakes university entrance examination. This instrumental goal, coupled with the visions of its accomplishment such as admission to a university and a promising career prospect, had been internalised to form the learners' ideal L2 self. It was clearly defined, leading to an intense motivational drive which the learners had never experienced in their L2 learning histories. To achieve their goal, the learners subscribed to English private tutoring, which can be conceptualised as a salient facilitative structure – a pathway directing their action toward achieving their goal. They experienced positive emotions in the learning process through tutors' humorous instruction, provision of abundant examination-related materials, and a sense of achievement resulted from their academic improvement in school. This study sheds light on the role of private tutoring in which L2 learners invest, both in terms of financial resources and effort, in their English learning trajectories. It also contributes to research in L2 motivation by unveiling students' development of DMCs outside school in contexts where high-stakes testing prevails.
Keywords	Directed Motivational Current, English private tutoring, High-stakes testing, Narrative inquiry
Link (to video from the conference)	https://youtu.be/dsNRIJDkTp4

Abstract #114

Author	Bérénice Darnault
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Title	Tracing L2 lifelong motivation through the narratives of senior language users
250 word abstract	In the context of an ageing and increasingly more independent learning population, we review the existing gap in the age-related and lifelong language learning research agenda, and explore third age language learning in light of the theories of Complex Dynamic Systems (CDST), Directed Motivational Currents (DMC) and L2 Motivational Self-System (L2MSS). For the purpose of this study, we conducted two sessions of semi-structured interviews with three highly motivated senior English learners aged 65, 71 and 80 years old, who commonly participate in a weekly language exchange meeting at a café in Nice (France). We recorded their lifelong stories with language learning in chronological order, from childhood up to their current practice experience at the cafe language group. Subsequent data analysis identified each learner's profile and traced back their respective trajectories while detecting potential emerging commonalities and salient motivational drives throughout their lifelong journey with languages. Results show that all learners developed clear patterns of common self-constructs, especially a strong anti-ought-to-self, leading them to design autonomous and self-directed systems of language practice upon retirement. Overall, the use of a retrospective-longitudinal and multimodal design in the context of complex and dynamic systems helped identify common motivational patterns of language learning DMCs. Examining the indicators of a quality learning ecology for senior language learners allows us to delve into self-taught methods and the motivational drives that impel third age learners to keep up foreign language practice. Findings on those lifelong motivational ecosystems will hopefully inform educational designers and optimize language education quality through

	better appreciation and anticipation of the autonomous third age learning experience.
Keywords	lifelong motivation, senior language learning motivation, directed motivational currents, third age anti-ought-to-self
Link (to video from the conference)	https://youtu.be/dzrW2ITsluc

Abstract #176

Author	Merilyn Meristo
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(Additional Author Names, if any)	Kara D. Brown
Title	Motivational Stories of the Alumni of the Schools Specializing in Foreign Languages during the Soviet Period in Estonia
250 word abstract	During the 1960s under the Soviet regime Khrushchev's educational reforms created a paradoxical situation - specialized foreign language classes for gifted students were opened, yet the principle of egalitarian education was the Party's slogan. Those schools became prestigious and highly selective, and accessible mostly for children of urban and party elite. Today, in Estonia, it can be seen that many socially, politically and economically important job positions are occupied by these 'special school' alumni. Twenty alumni from 8 different schools have been interviewed in order to find answers to the following questions: How do alumni perceive the role of specialized schools in their professional career? What critical incidents related to foreign language learning at school have influenced their professional life? How do they recall their motivation to learn foreign languages? The findings highlight the intellectual values, mostly gained from foreign language classes that were often deeper than the usual Soviet education provided, and the systematic study habits these schools offered. Their motivation to learn a foreign language depended on how competence, autonomy and relatedness was supported by the foreign language teacher. The findings also suggest differences in the perceptions of the role of networks created during the school period depending on the field of professional career - minimal for those working in academia, whilst outside academia it becomes important.
Keywords	historical perspective, alumni's experiences, specialized foreign language schools
Link (to video from the conference)	https://youtu.be/VrP4EW_uiy8

Abstract #31

Author	Miri Tashma Baum
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Title	The Power of Becoming: Integration, Valence and Vividness in the Language Learning Histories of ELT students
250 word abstract	Many SLA studies in recent years focus on autobiographical language learning histories (LLHs) as valuable sources of information about the complex identities of learners. LLHs are also recognized as pedagogically

	beneficial, helping learners explore and refashion their identities. Autobiographical reasoning (AR), a central concept in narrative psychology, has, however, rarely been employed in SLA narrative studies. This despite the fact that the quality of AR in life histories closely correlates with resilience, motivation, and wellbeing (Blagov & Singer, 2004; Lilgendahl & McAdams, 2011, Tashma Baum, 2019), qualities deeply relevant to language-learning success. In my paper, I focus on the evolution of the LLHs of 13 ELT student-teachers, produced as part of a Written Expression course. I focus on three qualities of AR which have been linked with motivation and confidence: integration, valence and vividness. While the first LLHs were generally positively valenced, their level of integration and vividness was not high, and many were accompanied by expressions of low confidence regarding teaching. However, acknowledging that narrative identity is dynamic and employing AR as a pedagogical tool, readings and class discussions led to a process of restorying, which resulted in significantly more integrative, transformative and vivid LLHs, accompanied by markedly more action-focused and confident attitudes towards future challenges. The results thus indicate that a process of restorying and re-interpreting LLHs, accompanied by explicit instruction on the nature of AR, can indeed encourage the development of more confident, resilient and motivated language learners and future language teachers.
Keywords	narrative identity, language learning histories, student teachers, autobiographical reasoning
Link (to video from the conference)	In-person, video not available

Abstract #161

Author	Sakae Suzuki
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Title	Language Learners' Narratives: Verbal and Pictorial Narratives
250 word abstract	In this paper, how learners of English, Japanese, and Korean as foreign languages make sense of language learning through visual data and verbal descriptive data are investigated, and whether what is expressed in visual data and descriptive data is different is discussed. The results showed that the visual data were characterized by highly abstract images, self-centered narratives, facial expressions and color tones that expressed emotions, and a single phenomenon, whereas the written data were characterized by concreteness, the influence of social discourse on narratives, and the presence of a single phenomenon. On the other hand, the written data were characterized by concreteness, narrative representation of the influence of social discourse, logical explanation of emotions, and representation of multiple phenomena. Based on these results, the possibilities of using visual data and a new method for learner research shall be discussed.
Keywords	Language learners, Visual data, Written data, Visual narratives
Link (to video from the conference)	https://youtu.be/J9EHJaCf_gg

Abstract #149

Author	Denny Vlaeva
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Title	Old current, new wave: Using mental imagery to build 'atomic habits' in language learning
250 word abstract	Several large-scale interventions (e.g. Mackay, 2014; Magid & Chan, 2012; Safdari, 2019) have attempted to use mental imagery to help language learners develop a vivid vision of their future success in the target language and thus boost their motivation. Yet there are few studies that link motivational use of visualisation to tangible changes in learning behaviour or improved linguistic attainment (see Le-Thi et al, 2020, and Sato, 2020, for notable exceptions). This talk reports on two longitudinal research projects that have aimed to address this gap, and proposes a novel direction for vision research in language learning. The first study tested the effectiveness of mental imagery in instigating 'atomic' (Clear, 2018) – or, small but meaningful – language-learning habits by visualising implementation intentions (Gollwitzer, 1999; Knäuper et al, 2009). Learners of Spanish at a UK university were invited to imagine how, when and where they would learn new words; their learning engagement and vocabulary knowledge was then compared with that of groups using standard habit-building techniques, or no techniques at all, over the course of a semester. The second study tracked the repeated use of mental imagery by learners of English at a Spanish university over the course of six weeks, and its impact on motivation and learning. The presentation argues that a focus on smaller-scale visionary interventions, and on small and measurable behaviour change, is a fruitful new research and pedagogical avenue as we continue to explore the usefulness of mental imagery in language learning.
Keywords	vision, motivation, habit-building
Link (to video from the conference)	In-person, video not available

Abstract #137

Author	Marium Abugasea Heidt
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Title	Imagined Communities as a Tool for Motivation in Language Learning
250 word abstract	The presentation will begin by sharing the theoretical connections between imagination, motivation, and community memberships. A theoretical framework connecting Gardner's (2001) Socio-Educational Model of Language Acquisition, Dörnyei's (2009) L2 Motivational Self System, Wenger's (1999) Communities of Practice, and Norton's (2001) Imagined Communities will not only share how imagination plays a role in motivation, but how imagination can build a sense of community within and among individuals and groups. This can increase students' investment (Norton, 2013) in language learning. Next, findings will be shared from a year-long, qualitative study in two 8th grade German classes that sought to operationalize imagined communities by infusing the curriculum with

	authentic activities that promoted students' imagined memberships in German-speaking communities and cultures. As a result of the curriculum enhancement it was found that motivation varied in level and origin. With regard to level, 66% of students (n = 41) noted an increase in motivation from the year before (their first year of language study), 29% noted no change, and 5% noted a decrease. It was also found that motivation varied in origin. Students noted originally being motivated by heritage identity, older siblings studying the language, grades and future success, and German being different and non-mainstream. Of all of those reasons, only grades and future success continued to motivate some students. It was also found that once lost, motivation was difficult to regain (from the year before), and students noted motivation to learn about culture, which accounted for many students' increase in motivation.
Keywords	imagination, motivation, community, middle school
Link (to video from the conference)	In-person, video not available

Abstract #35

Author	Alex Barrett
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Title	Investigating the new wave of technology: Language learners' acceptance of VR technology for learning Chinese characters
250 word abstract	Virtual reality (VR) has made a rapidly expanding wave poised to make sweeping changes in language education by affording new modalities of learner-learner and learner-teacher interaction. However, the lack of research investigating VR learning environments in union with the psychology of the language learner (i.e. motivation and the behavioral intention to use the technology) makes it difficult to ascertain the magnitude of this new technological wave. The current study aims to shorten this research gap by leveraging an adapted version of Davis's (1989) technology acceptance model (TAM) to investigate how the qualities of VR technology as put forth by Burdea and Coiffet (2003), immersion, interaction, and imagination, relate to language learners' behavioral intention to use VR technology for learning Chinese characters, signifying an attitude of acceptance. Participants included non-native Chinese speakers learning Chinese as a second language at a Sino-British university in Mainland China. Data were collected by means of a post-participation questionnaire adapted from Huang, Liaw, and Lai (2016). Results indicate an overall agreeable attitude towards using VR for Chinese language learning, but that difficulties in interaction within the VR environment affected the learners' perceived ease of use. This suggests that increased consideration for the virtuality literacy of learners is required before this technology can be used to its full potential. Analyzing the other aspects (in isolation of interaction difficulties) showed significantly positive impacts from the qualities of VR on most aspects of the TAM model, which in turn had a significantly positive impact on the intention to use.
Keywords	Technology Acceptance, Virtual Reality, Chinese Language Learning, Motivation

Link (to video from the conference)	https://youtu.be/MR4bmb067Xo
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Abstract #40

Author	Nicole Mills
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Title	Engagement and Cultural Immersion in Virtual Reality Narratives
250 word abstract	Walker and White (2013) suggest that technology is transforming language learning and research is needed to understand how emerging technologies influence engagement. Through virtual reality experiences, students can change the way they experience material, alter perceptions and attitudes, and learn complex information in context (Lee, Dede, Huang, and Richards, 2017). This presentation describes a Paris Narrative Virtual reality (VR) project in which four Parisians from different backgrounds recorded their personal, social, and professional lives with a VR camera. Each Parisian VR narrative allows language learners to vividly experience Parisian life in multiple sensory modalities (visual, auditory, sensory, etc.) This presentation will showcase how this deeply contextualized and culturally immersive platform and its accompanying teaching materials target the cognitive, behavioral, emotional, and social dimensions of engagement (Philp & Duquesne, 2016). The instructional materials that accompany each character's VR experience are divided into four distinct phases: 1) Pre-viewing; 2) Immersive Viewing; 3) Focused Viewing; and 4) Analysis. Phase one includes a pre-viewing phase in which students discuss predictions and hypotheses about VR content (cognitive and social engagement). Phase two includes an extended immersive viewing phase (cognitive, social, emotional, and behavioral engagement). In phase three, students re-watch selected VR segments and discuss description questions in groups (cognitive, behavioral, and social engagement). Phase four includes a discussion and analysis of the collected descriptive data in both small and large group discussion (cognitive and social engagement). Description of research findings will follow. The presentation will emphasize how VR instructional design that models a theory meets practice orientation can establish an important foundation for the measurement and analysis of learner engagement in the L2 classroom. Interactive, narrative-driven VR experiences with thoughtful attention to engaged instructional design, will then allow FL learners to go from simply learning about a culture to "living" and critically engaging with the culture in the classroom.
Keywords	Engagement., Narratives, Virtual Reality
Link (to video from the conference)	In-person, video not available

Abstract #128

Author	Timothy Nicoll
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Title	The Effects of a Gamified Extensive Reading Program on Reluctant Reader Motivation
250 word abstract	The most recent International English Language Testing System (IELTS) academic reading performance scores show that out of the top 40 test-taking countries, the Gulf Cooperation Countries came last overall, with the United Arab Emirates (UAE) coming very last. Many faculty joining higher education institutions in the region also note the 'anti-reading' attitudes of their students. This presentation will outline the results of a study into the effects of using a gamified extensive reading program with UAE undergraduate students to try and encourage a change in reluctant reading attitudes. The study gathered data from faculty and students both before and after the intervention of the reading program and compared results. A total of 361 students and 43 faculty were included in the study and pre- and post-intervention data collection tools were utilised. The study showed that there was a very different perspective from students and faculty concerning students' attitudes to reading, as well as students' reading backgrounds not matching existing literature. The mix of extensive reading paired with gamified online elements did seem to encourage reading, although the study showed a complex picture of how this affected student motivation. Some students were very motivated by the competitive elements such as leader boards and points tables, while others were demotivated by this. Finally the study provided some evidence to suggest that students having a positive academic self-concept (with regards to reading) did lead to better outcomes, based on evidence from matching positive reading attitudes in students to their later academic results.
Keywords	extensive reading, gamification, motivation, academic self-concept
Link (to video from the conference)	In-person, video not available

Abstract #165

Author	Laura Gurzynski-Weiss
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Title	Does learner engagement in face-to-face and synchronous text-based chat predict L2 learning?
250 word abstract	While engagement is considered integral to academic success, it is rarely operationalized in research and investigated as a predictor of L2 learning (e.g., Dao, 2017) despite evidence that it may be a precursor of noticing, and may be mediated by interaction mode (Baralt, Gurzynski-Weiss, & Kim, 2016). This study is the first to investigate how engagement--operationalized along cognitive, affective (Svalberg, 2009, 2012) as well as behavioral (Philp & Duchesne, 2016) dimensions--relates to L2 learning in face-to-face interaction and synchronous text-based chat. Sixteen intermediate-level learners of Spanish completed information-gap tasks in both modes with an interlocutor in a counterbalanced design. Learners' interactions and post-task questionnaires were coded for the three types of engagement and examined in relationship with learning, operationalized as pretest to posttest gains made on task-specific vocabulary, Spanish copula, and prepositions. The predictive power of engagement was examined by engagement type in relationship to the three types of learning, selected based on their differences in salience, task-essentialness, and learner prior knowledge. Results

	demonstrate face-to-face interaction led to significantly higher cognitive and affective engagement than synchronous text-based chat. Furthermore, learners significantly improved their oral production of vocabulary and copula as well as their guided oral production of prepositions. Finally, affective engagement in face-to-face interaction significantly predicted improvement on oral production of Spanish copula. Results are discussed in relation with prior engagement research, and with respect to the pandemic-related increase in online teaching.
Keywords	engagement, L2 learning, face-to-face, synchronous chat, task-based interaction
Link (to video from the conference)	https://youtu.be/y8aF-yK-5l4

Abstract #30

Author	Joseph Shaules
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Title	Resistance and engagement among Japanese university students: An embodied motivation approach
250 word abstract	This presentation reports on a study that measures psychological resistance and engagement among Japanese language learners. It is part of a larger project focused on reducing the attrition rate of university students doing academic coursework in English, at a university-wide program of interdisciplinary academic studies. This program was funded through government grants encouraging internationalization of Japanese universities. This project involves creating a psychometric instrument to better understand motivational challenges faced by learners, developing academic and social support systems for learners, and faculty development for instructors. This project has the psychology of language learning as a central concern. It is grounded in the notions of deep learning and embodied motivation. A deep learning approach emphasizes pedagogy that is personally meaningful, experiential, and focused on intuitive insight. It seeks to go beyond the binary paradigm of motivated/unmotivated learners. It seeks to counter the tendency for negative affect to be described in ways—such as demotivation or language anxiety—that carry an implicit assumption of lack or dysfunction. The embodied motivation perspective assumes that psychological resistance is natural, and that language learning requires adjustments at deep levels of the self. This presentation will summarize the research up to this point and discuss ongoing program development initiatives. It will introduce the Linguaculture Motivation Profiler, the instrument developed for this study, and the conceptual approach being used. It will elucidate key concepts, such as deep learning, resistance, engagement, and embodied motivation, and reflect on areas lacking in dominant approaches to motivation theory.
Keywords	demotivation, resistance, adjustment, engagement
Link (to video from the conference)	

Abstract #96

Author	Sonja Babic
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Title	Social, psychological, and linguistic capitals as resources for highly-skilled refugees in Europe
250 word abstract	Europe has experienced unprecedented waves of refugee immigration which has led to a crisis in refugee support (Feischmidt, Preis, & Cantat, 2018). One population typically neglected are highly-skilled refugees. If at all, studies typically examine this population according to their legal status, nationality, ethnicity, and ways in which they entered the foreign country, rather than their professional skills and knowledge (Mozetič, 2018). As such, this population remains largely under-researched and is often left on their own to cope in transitioning to the host culture. This presentation reports on a study which investigated how eight highly-skilled refugees successfully navigated the job market in Austria and re-engaged with professional roles. Our aim was to understand the social, psychological, linguistic, and cultural challenges this population faced as well as the resources they drew on to cope with difficulties. The data were collected using semi-structured interviews taking a narrative-biological perspective and looking at the life-histories of these professionals. The narratives were analyzed using the critical incident techniques (Flanagan, 1954; Klechtermans, 2009). The findings revealed the diverse and unique kinds of capital these people drew on to overcome critical turning points and the grit and resilience they displayed over time. The study offers rich insights into understanding the kinds of social, psychological and linguistic support that could help refugees find their way back into professional roles and adjust to the new settings. Based on the findings, a practical toolkit was developed with a focus on resilience and workplace skills to help people find jobs and cope during periods of transition.
Keywords	social psychological and linguistic capitals highly-skilled refugees Europe resilience in the workplace
Link (to video from the conference)	In-person, video not available

Abstract #129

Author	Ivy Xiaoyan WU
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Title	The role of language and communication in Mainland Chinese students' cross-cultural adaptation to Hong Kong
250 word abstract	This paper describes doctoral research that draws on the theories of Willingness to Communicate in a second language (L2 WTC) and cross-cultural adaptation. Previous studies have reported that L2 self-confidence mediates the impacts of intercultural contact with the host community on international students' cross-cultural adaptation. Apart from examining the

	mediating role of L2 self-confidence in the eastern context, this research explores how previous intercultural contact affects L2 self-confidence. A mixed-methods approach will be adopted. In Phase 1, an online survey consisting of instruments probing L2 self-confidence, L2 WTC, and cross-cultural adaptation will be administered to sufficient MCSs in Hong Kong to ensure a minimum of 380 responses. Semi-structured interviews will be conducted in Phase 2. Over 50 participants will be recruited from the pool of survey respondents. Survey data will be used to examine the relationship between L2 WTC, L2 self-confidence, and cross-cultural adaptation. Thematic analysis will be conducted for interview data to explore how intercultural contact influences L2 self-confidence and L2 WTC and the role of these two variables in their adaptation. Most L2 WTC research has been conducted in the western context with a focus on English as the target language. This research serves as a starting point for exploring how applicable L2 WTC is to the language of Cantonese and the eastern context. The findings will also challenge current approaches to Hong Kong higher education institutions and produce new waves of thinking which can better facilitate MCSs' adaptation by considering their intercultural contact and WTC in Cantonese.
Keywords	Willingness to communicate in a second language, L2 self-confidence, Intercultural contact, Cross-cultural adaptation
Link (to video from the conference)	https://youtu.be/2dnTSilckr8

Abstract #140

Author	Yoshi Joanna Jordan-Grote
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Title	(Pre) The Happiness Project: Can a Positive Intervention Program build communicative confidence in English language learners?
250 word abstract	Although English is a familiar subject in Japanese schools and universities, 90% of adults report having little confidence in using English (Benesse, 2006) and many Japanese students report a feeling of anxiety about learning English (Agawa et al., 2011). In addition, a cultural difference in communicative norms, as well as value differences can create linguacultural resistance (see Shaules, J. 2017). Could increasing students' levels of well-being also lower their anxiety and have a positive impact on their communicative confidence in English? Although the efficacy of Seligman's positive interventions has been extensively reported on in the U.S., few studies have examined whether similar exercises would increase positive affect in Japanese populations, especially in educational environments. Eighteen students at Doshisha Women's College of Liberal Arts have been selected to participate in a voluntary PIP in the second year of their studies in the English Department. Nine students (Group A) will form the intervention group while the other nine (Group B) will be the control group. Group A will participate in ten extracurricular hours of well-being training per semester (20 hours over the year) and will be given intervention tasks to complete and

	reflect upon, whereas Group B will not. Both groups will be asked to give Cantril's ladder responses regarding their well-being at set points during the semester and interviewed at the end of each semester. This presentation will report on the preliminary findings of this project, giving some sense of whether PIPs could empower Japanese students with tools to overcome communication anxiety and resistance.
Keywords	positive interventions, happiness, SLA, Japan
Link (to video from the conference)	https://youtu.be/R_fEy9hbu5w Promo: https://youtu.be/6rC6TW6zsmw

Abstract #78

Author	Jo Mynard
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Title	Keeping a confidence-building diary: Analysing learners' responses from a self-determination theory perspective
250 word abstract	Focusing on the positive elements of the language learning experience can lead to renewed confidence and raise student's awareness of the role of perspective. In today's increasingly fast-paced university learning environments, slowing down to reflect on and record one's learning activities outside the classroom can be of great value. In this presentation, we will explore how language learners responded to the voluntary challenge of keeping a week-long confidence building diary (CBD), and analyse these responses drawing on positive psychology (Seligman, 2011) with a particular focus on self-determination theory and basic psychological needs (Ryan & Deci, 2017). This activity was designed to raise awareness of the importance of positive experiences for sustaining learning, as part of an optional self-directed learning course offered for credit by the self-access learning centre within a university language learning environment. In the diary, students are asked to write something positive they did in English each day and to reflect on how they felt after doing the activities as a way to build feelings of confidence and motivation. We conducted an interpretative, qualitative analysis of the diaries to see what activities the participants engaged in and what emotions they felt as a result. Our findings and the results of our study suggests that the CBD is an effective tool for promoting positive emotions and supporting students' basic psychological needs, which are necessary to thrive and maintain motivation for sustained learning.
Keywords	Confidence-building diary Self-determination theory Positive affect Positive psychology Self-directed learning Basic Psychological Needs
Link (to video from the conference)	https://youtu.be/Wb8MUkwuryk

Abstract #134

Author	Stephanie Arnott
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Title	Giving voice to adolescent language learners: Implications for attrition, theory and the discourse on the benefits of learning additional languages in Canada.
250 word abstract	Since the turn of the century, researchers have employed different theoretical perspectives to study the motivation of French as a second official language (FSL) learners in Canada (Mady, 2010; MacIntyre, MacKinnon & Clément, 2009; Davidson, Guénette & Simard, 2016). While these studies contribute to the wider body of literature on second language (L2) motivation, there remains a glaring shortage of research on learners in Core French (CF) – the program format experienced by more than 85% of Canadian students (Author, XXXX). To make matters worse, the existing research paints a dismal picture of the CF student experience, showing that learners exhibit limited basic communication skills (Netten & Germain, 2005), feel dissatisfied with their progress (APEF, 2004) and drop out when French is no longer a mandatory subject of study (CPF, 2017). This lack of empirical interest, coupled with high attrition rates, make it clear that the pivotal transition point when CF study is no longer mandatory requires more thorough research. In response, this paper provides an up-to-date perspective on the motivation of adolescent CF students as they consider whether or not to continue studying French in school when it is no longer an obligatory subject of study. A total of 63 Grade 9 students (14-15 years old) were surveyed on their intention to (dis)continue studying French in the CF program in Grade 10 when FSL becomes optional. Survey participants shared their reasoning, and a subset (n = 7) took part in a focus group. Findings show that although motivating factors to (dis)continue in CF align with previous studies, students openly contemplated the relevance of these factors to their lives. This presentation explores the discourse on the benefits of learning French and debates its applicability to adolescent FSL learners. Findings will also be discussed in light of recent theorizations of L2 motivation.
Keywords	student motivation, attrition, adolescent learners
Link (to video from the conference)	https://youtu.be/KaL1yQM12n8

Abstract #34

Author	Yoko Munezane
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Title	Psychosocial Adjustment of Sojourners Studying in Japan
250 word abstract	Despite the numerous studies concerning study abroad students, research on international students in Japan is still scarce. Moreover, the impact of either cultural intelligence, self-determined motivation (Deci & Ryan, 2000) to study abroad or language competence on the psychological well-being and the sociocultural adjustment of international students in Japan has not been explored yet.

	The purpose of this presentation is to investigate the role of cultural intelligence, self-determined motivation to study abroad, and language competence on the psychological well-being and the sociocultural adjustment of international students in Japan. Cultural intelligence is the capability to function effectively in intercultural situations (Earley & Ang, 2002). A sequential explanatory mixed-methods design (Creswell & Plano Clark, 2011) was used in this study. A questionnaire with a total of 63 items was set up by the researcher and was administered among 80 international students studying in Japan. Semi-structured interviews were conducted to complement the quantitative data. The results of regression analyses showed that, first, cultural intelligence and language competence were shown to be the significant predictors of sociocultural adjustment; second, cultural intelligence and self-determined motivation were shown to be the significant predictors of psychological well-being. The results of semi-structured interviews suggested that having clear goals leads to the better sociocultural of the sojourners and that having intrinsic motivation leads to higher psychological well-being. The presentation concludes with recommendations for the improvement of the study-abroad program for the better psychological well-being and the socio-cultural adaptation of sojourners.
Keywords	Psychosocial adjustment, international students, Cultural intelligence, self-determined motivation
Link (to video from the conference)	https://youtu.be/ljJbdlxPI7o

Abstract #112

Author	Michał B. Paradowski
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Title	Learners' social embeddedness and L2 outcomes in Study-Abroad SLA
250 word abstract	Social networks play an important role in individual behaviour and attainment. This study constitutes this first application of the computational methodology of social network analysis (SNA) to investigating the influence of peer learner interaction on L2/L3 learning outcomes. In a population of Erasmus exchange students and a cohort of participants in an intensive summer course of language and culture (n=221) we find among others i) that the best predictor of target language (TL) performance is reciprocal interactions between individuals in the language being acquired, ii) that outgoing interactions in the TL are a stronger predictor than incoming interactions, iii) a clear negative relationship between performance and interactions with same-L1 speakers, iv) a significantly underperforming English native-speaker dominated cluster, and v) that more intense interactions take place between students of different levels of proficiency. Analyses of the various standard centrality measures vis-à-vis performance in turn reveal that the best predictors of progress are closeness and degree centrality, while betweenness and PageRank fail to correlate. This tendency is observed in both objective and subjectively assessed progress in learning. This suggests that for language acquisition via social interaction, it is the structural properties of the network that matter more than processes such as information flow.

	Social network analysis provides new insight into the link between social relations and language acquisition, showing how social network configuration and peer interaction dynamics are stronger predictors of L2/L3 performance than individual factors such as attitude or motivation, and offers a novel methodology for investigating the phenomena.
Keywords	computational Social Network Analysis (SNA), Study Abroad SLA, peer learner networks, centrality metrics
Link (to video from the conference)	In-person, video not available

Abstract #142

Author	Laurence METTEWIE
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Title	How contact and perceived conflict affect language attitudes and learning motivation in a politically tense macro-context.
250 word abstract	Research theories on language learning motivation moved towards the psychology of language learners (Dörnyei 2019) and left behind what Al Hoorie (2017) calls the socio-psychological period, in which the socio-cultural milieu and/or the political background was part of the research context (cf. Gardner 1985, MacIntyre et al. 1998, Dörnyei et al. 2006). Yet, in some contexts neither the micro-contextual analyses of classrooms dynamics nor the more recent cognitive-psychological approach seem to account for what happens in terms of language learning motivation. This is the case in Belgium in which political relations between the two main language communities (Dutch- and French-speaking) are overtly or covertly tense. Given that, the acquisition of the language of the “other” community is considered problematic, and this in contrast to the learning of English, the Belgian context provides an interesting setting to analyze the interplay between sociocultural macro-factors and socio-affective factors in SLA. Within a large multidisciplinary project, longitudinal data was collected amongst 374 French-speaking secondary pupils aged 16 to 18 (Autumn 2015 - Spring 2017), through an extensive self-reporting questionnaire regarding the pupils’ target language (TL), i.e. English or Dutch. The socio-affective variables under study included language attitudes (attractiveness and easiness of the TL), learning motivation (perceived task value, expectancy for success and cost) and classroom emotions (anxiety and enjoyment). The first longitudinal results indicated -as expected- more positive socio-affective profiles for English than for Dutch. Therefore, we investigate, in this paper, the dynamics of the various socio-affective variables through the predictive value of the following sociocultural factors: (a) contact with the target language speakers outside school, (b) multicultural openness and overall (c) perceived intergroup conflict. Preliminary results suggest that the perception of the political conflict interacts with the attractiveness of the TL, highlighting the impact of the macro-context.
Keywords	contact & conflict, language attitudes, learning motivation, macro context
Link (to video from the conference)	In-person, video not available

Abstract #154

Author	Rachael Lindberg
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Title	L2 learners' learning experiences and social networks as predictors of their attitudes towards French varieties
250 word abstract	People often believe that some language varieties are more prestigious than others, which can trigger speech-centered biases and inform social judgements of the speaker. However, it is largely unknown what types of language experience and exposure might mitigate language biases, especially for second language (L2) learners. This study examined this issue by focusing on L2 French learners' attitudes towards European and Quebec varieties of French. L2 French learners in Montreal (N = 106) rated two audios recorded by native speakers from France in a listening comprehension task, with one of the two speakers introduced as a speaker of Quebec French. The learners evaluated both speakers for six dimensions (e.g., comprehensibility, intelligence), then described their language learning experience, filled out a French social network questionnaire, and completed a French proficiency test. Results revealed some evidence of reverse linguistic stereotyping, with learners preferring to speak like one speaker significantly more than the other, based on the speaker's assumed identity. Attitudes that possibly underlie these ratings were highlighted through questionnaire responses, where Quebec French was most frequently described as being accented, difficult, unclear, nonstandard, and bizarre. Four of the six speaker ratings were also associated with learners' oral proficiency scores, their social network density, and positive experiences in Quebec. Findings support the idea that quality contacts with a language community can have a measurable impact on the development and maintenance of attitudes. Implications for the use of speech models in L2 teaching and mitigation of language-centered biases in L2 classrooms will be discussed.
Keywords	language attitudes, reverse linguistic stereotyping, Quebec French, European French, second language learning
Link (to video from the conference)	In-person, video not available

Abstract #13

Author	Wendy Bokhorst-Heng
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(Additional Author Names, if any)	Kelle Marshall
Title	"How French can benefit you:" Video Analysis of French immersion students' language ideologies
250 word abstract	New Brunswick, Canada's only officially English/French bilingual province, requires duality in education, with separate school sectors for Francophone and Anglophone students. Within the Anglophone schools, various French second language program options are available, including French immersion which is mandated by government policy. While there has been a plethora of research conducted on multiple aspects of French immersion education, notably absent has been a focus on what students themselves understand bilingualism to mean for their language learning and identity. We discuss nine

	Grade 8 French immersion students' perspectives regarding English/French bilingualism. As part of a focus group activity, these students created a promotional video regarding their views on the merits of bilingualism. Our analysis was guided by Darvin and Norton's (2015) model of investment, comprised of identity, capital and ideology, focusing on the language ideologies held by these students. We employed the tools of multimodal critical discourse analysis to consider the construction of these ideologies through their video production. Through macro and micro analyses, we identified five primary ideologies: Bilingualism (a) is a matter of personal decision; (b) provides access to jobs; (c) provides access to economic capital; (d) provides access to Francophone communities of practice; and (e) provides access to symbolic capital. Finally, we conclude with discussion about the implications of these ideologies for students' investment in French. We consider how multimodal practices can be a powerful means more generally to develop language students' meta-cognition and strengthen their investment in their target language and language practices.
Keywords	Language ideologies Investment French immersion Multimodality Critical Discourse Analysis
Link (to video from the conference)	https://youtu.be/02U3XtugLrs

Abstract #50

Author	Dr. Natalie FONG
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Title	Enriching Academic English Learning Experience in Higher Education: A Study of L2 Learners' Perceived Needs and Beliefs in EAP
250 word abstract	Academic English literacy plays a crucial role in the dynamics of student learning process in higher education. It has been considered as a key instrument in facilitating students' language learning to support their university studies. Learners of English as a second language (L2) have found using academic English in the context of written and spoken communication in university where English is used as the medium of instruction particularly demanding and challenging. This study aims to investigate L2 learners' perceived needs, beliefs, and motivational attitudes towards academic English literacy in the transition to higher education. All first-year undergraduate students, who were from the local secondary school curriculum and took the General English for Academic Purposes (EAP) course in an English-speaking international university, were recruited to participate in the study. They were invited to respond to a survey about their needs, beliefs, motivation, and attitudes towards learning English in secondary school and university. Among the 1,016 questionnaire respondents, 66 with diverse backgrounds were selected to participate in two one-to-one semi-structured interviews. The findings unveil L2 learners' change of perceived needs, beliefs, and attitudes in English learning. The respondents reflected on their English learning experiences in secondary school and appraised how such experiences impact their process and context of language learning at university. The findings support that EAP learners should be given more

	autonomy to learn relevant academic English literacy skills in their undergraduate studies. The implications of the study will be of interest to university teachers who intend to understand learners' beliefs and perceived needs in learning EAP. This paper illustrates the best practice for pedagogical innovation to cater for diverse language learning needs of L2 learners and offers insights into how university teachers explore ways to make EAP learning more motivating in the transition to higher education.
Keywords	English for Academic Purposes, higher education, English learning experience, English as a second language
Link (to video from the conference)	https://youtu.be/GoYi-1wAWMg

Abstract #106

Author	Imelda Katherine Brady
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Title	The language learning and teaching beliefs of primary education trainees in Spain
250 word abstract	We present findings of part of a mixed methods longitudinal study designed to garner detailed information on the cognitive evolution of Spanish primary language teacher trainees. We quantitatively examined 125 participants' L2 learning motivation and teaching beliefs before employing a visual and verbal narrative approach to further analyse a smaller cohort. Given the inexorable spread of bilingual education throughout Spain in recent years, the primary teacher trainee of today is bound to face the challenge of teaching in or through English at some point of his or her career. To prepare for this, some trainees choose to take the English language teaching itinerary within their 4 year college degree - a 300 hour module. The mixed methods longitudinal study we partially discuss in this presentation has been designed to garner information on the cognitive evolution of the primary education language teacher trainee over the course of this module and later during their classroom training. We employ a quantitative questionnaire at the start of the study to determine students' language learning motivation and current beliefs on language teaching. We use the L2 Motivational Self System (Dörnyei, 2009) as a lens to explore L2 motivational variables in this cohort. We also attempt to glean an understanding of the rationale behind trainees' decisions to take the language itinerary and some aspects of their beliefs on language teaching. As a second part of the study we use qualitative methods for an in-depth exploration of the views of a smaller selection of participants'. We use a visual and verbal narrative approach (Barkhuizen, 2007; Barkhuizen, Benson & Chik, 2013; Kalaja, 2015) to explore their subjective language learning histories and ideas on language teaching, on their perceptions of the extent to which their methodological and linguistic training is helping modify previous beliefs
Keywords	L2 learning attitudes, L2 motivation, teacher beliefs, teacher trainees
Link (to video from the conference)	In-person, video not available

Abstract #101

Author	Julianne Gerbrandt
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Title	Confronting despair: A study at the intersection of immersion, mathematics, and critical research
250 word abstract	There is a classroom composition crisis in New Brunswick (Review of the Official Languages Act, 2022), which has manifested in the underrepresentation of marginalized students in French immersion classrooms. As an elementary immersion teacher, I began questioning my relationship with what is sometimes labeled an elitist (Hutchins, 2015), unwelcoming (Hyslop, 2021) and unsuitable (Weikle, 2018) program. Pulling from my classroom experiences, where parents seemed more likely to remove their children from the immersion program when their children struggled in mathematics, I wondered how mathematics might serve as a gatekeeper (Wagner, 2021) to second language learning in New Brunswick. This study is situated at the intersection of second language learning, mathematics education, and critical studies, and it is causing a reconfiguration of my conflicting identities as insider and outsider, teacher and researcher, participant and dissident. This paper describes my proposed doctoral study that will explore how mathematical competence in immersion classrooms might be better understood as manifestations of cultural capital that enable social reproduction (Bourdieu & Passeron, 1977). In sharing the development of my theoretical framework and preliminary literature review with an inward reflexive lens, this paper explores how I responded to McKnight's (2014) "existential crisis of despair" (p. 500) by returning to the ivory tower. I will also share the next steps in my doctoral work, which will include decisions about methodological and data collection. This presentation contributes to a growing body of critical research exploring the tensions nestled within French immersion in the Canadian context.
Keywords	French immersion, mathematics, critical studies, despair
Link (to video from the conference)	In-person, video not available

Abstract #102

Author	Austin Pack
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Title	Sorry, it's not you, it's me': Motivational dynamics in an EMI university context
250 word abstract	This paper explores motivational dynamics of English for Academic Purposes (EAP) learners in the first year of their studies at an English as the medium of instruction (EMI) Sino-British university in mainland China. [Summary] Transnational education (TNE) and English medium instruction (EMI) are growing phenomena as many higher educational institutions are eager to reap the perceived benefits afforded in terms of attracting potential students of previously untapped markets. There has, however, been criticism regarding the efficacy of EMI programs (Zhao & Dixon, 2017; Hu, 2019). While there has been a growing number of empirical studies investigating language learning in EMI universities (Macaro et al., 2018), unfortunately,

	studies on motivation, and especially demotivation, are rare. Thus, further research is needed to study first-year university language learners (Busse & Walter, 2013) and especially those in EMI contexts (Du & Jackson, 2018). To better understand the challenges learners face in their transition from an L1 secondary education to an EMI university context, the current study leverages a Complex Dynamic Systems Theory (CDST) framework and a mixed-methodology to explore the motivational dynamics of 60 first-year EAP learners. The study employs motivation journals in which students record and reflect on daily and weekly motivational dispositions, a motivational questionnaire (adapted from Taguchi, Magid, & Papi, 2009), semi-structured interviews, and focus group discussions. Preliminary results suggest that sources of motivation derive mainly from within the EAP classroom and often relate to course assignments. Sources of demotivation, stem from an array of contextual factors outside of the EAP class, many of which relate to students' emotional and physical wellbeing. These findings help answer the question of "how narrowly or widely should we focus our contextual lens?" (Ushioda, 2015, p. 49), at least in the EMI university context where English is used more widely than in traditional EFL contexts.
Keywords	Motivational dynamics, English for Academic Purposes, English as the medium of instruction, transnational education
Link (to video from the conference)	https://youtu.be/un1-J0enGvU

Abstract #107

Author	Ana Moreno Bruna
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Title	EXPECTATIONS VS. REALITY WHEN STUDYING ABROAD: GUIDING STUDENTS' THROUGH THEIR INTERCULTURAL JOURNEY
250 word abstract	Sojourners struggle the most with motivational and behavioural changes affecting their language and intercultural development abroad. Scholars suggest that these changes can hardly occur if sojourners do not engage in meaningful intercultural exchanges (Raver & Van Dyne, 2018), which seems challenging, as most gains abroad are found on conceptual knowledge about the new linguistic and cultural reality rather than on deep-level reflection and intercultural practice (Pless et al., 2011). This study examines the influence of guided reflection efforts from a European Higher Educational institution on how language learners acquire and evaluate their intercultural competence abroad. In-depth semi-structured interviews were completed by 48 students of Applied Linguistics and complemented by a questionnaire on their intercultural profile, both pre- and post-sojourn. The interviews were designed to gather information about learners' intercultural exchanges abroad and to foster reflections on pre-departure goals, expectations, and motivations in the light of these exchanges. Cross examination of learners' narratives with their intercultural profile allows

	us to make a distinctive contribution by tapping into the dynamic process in which expectations, intercultural attitudes and depth of sojourners' reflections influence their learning outcomes. Regarding curriculum development, results allow us to assess to what extent guided reflection might stimulate students' adjustment of goals to make learning abroad both attainable and challenging.
Keywords	language learning, intercultural development, study abroad, guided reflection, intercultural attitudes, curriculum development
Link (to video from the conference)	In-person, video not available

Abstract #111

Author	Michał B. Paradowski
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Title	Identifying predictors of L2 grit in online foreign language classes
250 word abstract	This preregistered comprehensive questionnaire study investigates how grit and its putative determinants non-trivially affect the effectiveness of in-class vs online L2 learning. The selected predictors are ones singled out as of plausible import in remote learning settings, where students need to construct knowledge on their own. We used several validated scales: L2 grit scale (Teimouri et al.,2020), Language Mindsets Inventory (Lou & Noels,2017), Curiosity and Exploration Inventory-II (Kashdan et al.,2009), Autonomy scale from the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al.,2015), as well as a custom-made brand-new scale of readiness for online learning measuring its two dimensions: self-directed learning and online learning motivation. All scales yielded acceptable to high reliability (Cronbach's α from .75 to .89). Multiple linear regression models basing on responses of N=705 participants from 60 countries demonstrate that perseverance of effort is determined by autonomy, motivation for remote learning, and self-directed learning (50% of variance explained; $F_{6,203}=36.48$, $p<.001$, $\eta^2=.52$ [.43;.57]), whereas consistency of interests depends on curiosity, autonomy, and motivation for remote learning (26PoV; $F_{6,203}=13.63$, $p<.001$, $\eta^2=.29$ [.18;.35]). Neither component depends on L2 mindset. L2 grit as a holistic construct in turn is the sole significant direct predictor of satisfaction with online learning. The study significantly contributes to our understanding of factors influencing learners' L2 grit as well as the place of this construct in online-learning scenarios. The results can enable teachers to nurture the development of the crucial characteristics in their students to make language learning a pleasurable, passionate, and successful endeavour.
Keywords	predictors of L2 grit, readiness for online learning, L2 mindset, motivation and self-directed learning
Link (to video from the conference)	In-person, video: https://youtu.be/_cjfrGBALWY

Abstract #178

Author	Akiko Fukuda
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Title	EFL learners' perspectives on self-study following the Q-methodology: A framework of self-regulated learning
250 word abstract	The current study aims to explore changes in EFL learners' perspectives of Self-Regulated Learning (SRL) during self-study. SRL is a cyclical process of attaining goals through forethought, performance, and self-reflection (Zimmerman, 2000). Research has indicated that SRL contributes to L2 learning and assists in achieving higher-level proficiency. Though many studies focus on SRL, few have applied Q methodology to explore changes in SRL over time in L2 self-study settings. The Q methodology enables us to consider individual subjectivity systematically (Irie & Ryan, 2015), allowing insight into learners' core feelings toward SRL. Nine self-motivated university students voluntarily participated and studied English via university-provided online material. At the beginning and end of the seven-month self-study period, the learners completed Q sorts with 48 statements regarding thoughts and behaviors about SRL in self-study. The students also were interviewed about their choices. Using PQMethod 2.35 (Schmolck, 2014), "by-person" factor analyses were conducted for both pre- and post-Q methodology. The pre-Q methodology results showed a one-factor solution and the post-Q methodology a four-factor solution. When launching the self-study, the learners strongly valued learning English. Afterwards, it appears that the nine learners began to hold four different values, grouped as follows: (1) goal-oriented, (2) stress-driven, (3) mood-prioritized, and (4) exam-oriented. The results suggest that SRL in self-study may change over time in both positive and negative ways. The SRL cycle worked effectively for those seeking to become better learners and able to transform that motivation into practical strategies.
Keywords	self-regulated learning, Q methodology, L2 self-study, mixed-method approach
Link (to video from the conference)	https://youtu.be/RIHFa0G9Fpc

Abstract #139

Author	Nathan Thomas
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Title	Tracing the Strategic Learning Processes of Chinese University Students Engaged in a Hypothetical Academic Task
250 word abstract	Theoretical development has not kept apace with research in the field of language learning strategies. Thus, as part of a larger project that aims to develop a stepwise theoretical model for investigating and applying language learning strategies, this presentation will report on a process-tracing study with 16 Chinese university students in the UK. The students were given a hypothetical language-related task. Tasks were chosen based on the students' self-reported challenges with English-language reading, writing, listening, and/or speaking in formal academic settings. The more challenging the task, the more likely the students would need to use learning strategies to complete the task. Following an in-depth interview to develop case

	knowledge, the participants engaged in a dialogic think-aloud protocol with the researcher to express key decisions they would, hypothetically, make as well as the influences on those decisions. Decisions involved processes such as identifying task parameters, assessing person and strategy knowledge, identify→selecting→using strategies, and monitoring/reflecting on strategic behavior. Influences on these processes mainly related to sources of regulation, interactions with others, mediation with technological resources, and various motivation, investment, and engagement-related issues. The findings build on the previous stage of research which focused on foundation year students and demonstrate that while the theory-driven model generally being assessed generally aligns with the participants' self-reported processes, there are aspects of equifinality that still need to be addressed in future iterations. It is hoped that this presentation will generate discussion on forthcoming opportunities for testing and adapting the model to best represent the empirical findings.
Keywords	language learning strategies, self-regulation, theory building, qualitative research methods
Link (to video from the conference)	In-person, video not available

Abstract #172

Author	Ashlee (Shiyao) Zhou
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Title	Engagement versus Procrastination: The Role of Self-Regulated Learning Strategies in L2 Writing
250 word abstract	Self-regulated learning (SRL) is a topic of increasing interest in the field of language learning and instruction. In this study, we set out to investigate the relationship between students' use of SRL strategies in second language (L2) writing, their L2 writing engagement, and L2 writing procrastination. Data were collected from college students in mainland China (N = 816) related to their SRL strategy use, L2 writing engagement, and L2 writing procrastination. SRL strategy use for L2 writing was found to be an important predictor of student engagement in their writing class, and results from mediation analyses confirmed a full mediation effect from students' SRL strategy use to L2 writing procrastination through their engagement in L2 writing class. Student engagement in L2 writing class also significantly and negatively predicted students' procrastination in L2 writing. These findings suggest that the use of SRL strategies functions as an important antecedent to student engagement in their writing class, and that these jointly reduce student procrastination in L2 writing. Given the essential role SRL strategy use plays in student engagement in L2 writing classrooms, which in turn reduces student writing procrastination, we discuss the importance of explicitly supporting students' SRL strategy use.
Keywords	Student engagement, self-regulation, procrastination, L2 writing
Link (to video from the conference)	

Abstract #18

Author	Phil Hiver
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Title	Task Engagement: Interrogating the construct in Task-based Learning and Research
250 word abstract	Task-based approaches to L2 instruction have become de rigueur in many learning contexts, and learners routinely encounter tasks in the course of regular L2 instruction. Engagement is a useful lens for L2 researchers seeking to understand how and why individuals focus on, interact within, and learn from tasks. The reality of many instructed L2 contexts is that the same task or sequence of tasks can provoke varying responses when presented to students within the same group or classroom. In this talk, we define task engagement, compare it with earlier work on task motivation, and provide a brief overview of existing work on the topic. As we show, task engagement represents the level and quality of a learner's integrated mental and physical activity, as well as their affective experience, within a task. Task motivation, on the other hand, can be thought of as either a precursor of task engagement or as the by-product of engaging in a task. We suggest ideas for task engagement research that treats individuals' task engagement as a holistic, situated, adaptive, and momentary phenomenon—framed from a complex dynamic systems (CDST) perspective. We note that confusion in understanding task engagement may arise when macro-level information is used to capture micro-level insights about the time (momentary), task (an individual task), and agent (the individual learner). In response, we propose ways to reconfigure the unit of analysis and the level of granularity at which task engagement is conceptualized, observed, and measured.
Keywords	task engagement, task motivation, task-based learning, student engagement, research
Link (to video from the conference)	https://youtu.be/jfsKikgn8ew

Abstract #152

Author	Mackenzie Coulter-Kern
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Title	Examining Willingness to Communicate and CAFFA in task-based interaction
250 word abstract	The Interaction Approach (Long, 1996; Schmidt, 2001; Swain, 2005; Mackey, 2020), which subsumes the Input, Interaction, and the Output Hypothesis Hypotheses (Swain, 1995) highlights that rich authentic and varied input, the opportunity for learners to make and test hypotheses about language with more advanced interlocutors, and the chance to receive feedback to modify their output are all important factors that must be present for learners to acquire a second language (L2). However, this acquisition can be mediated by learner individual differences (IDs), including willingness to communicate (WTC). For example, research on WTC has found that learners with higher trait WTC may interact more and as a result improve their oral proficiency at a faster, greater rate than their counterparts with lower WTC (Robson, 2015) and also that WTC may change as a result of the personal relevance that topics have to learners (MacIntyre & Wang, 2021). The study uses qualitative and quantitative measures of WTC to investigate: the dynamicity of trait and

	task-based WTC during (1) eight tasks in a task domain and (2) how task-based and trait WTC relates to task-based interaction, and (3) how both measures of WTC relate to changes in learners complexity, accuracy, fluency, and functional adequacy. Results highlight individual variation in changes in trait WTC and changes in task-specific WTC during eight tasks, and that trait WTC and task-specific WTC may relate to changes in learners' complexity, accuracy, fluency and functional adequacy scores at the beginning and end of the study.
Keywords	task-based interaction, willingness to communicate, CAFFA, individual differences
Link (to video from the conference)	https://youtu.be/CG0nNkOtyvU

Abstract #19

Author	Phil Hiver
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Title	Engagement in Language Learning: A Systematic Review of Research Methods and Definitions
250 word abstract	At the turn of the new millennium, Dörnyei and Kormos (2000) proposed that 'active learner engagement is a key concern' for all instructed language learning. Since then, language engagement research has increased exponentially, becoming a new strand of PLL research. In this talk, we present a systematic review of 20 years of language engagement research. Our first aim was to look back at the methodological characteristics of previous empirical L2 engagement research to note trends and tendencies in designs and analytical choices. We were also interested in the definitions and operationalizations of engagement across subdomains of language education. We searched 21 major journals on second language acquisition (SLA) and applied linguistics and identified 112 reports satisfying our inclusion criteria. The results of our analysis of these reports highlighted the adoption of heterogeneous methods and conceptual frameworks in the language engagement literature, as well as indicating a need to refine the definitions and operationalizations of engagement in both quantitative and qualitative research. Based on these findings, we attempt to clarify some lingering ambiguity around fundamental definitions, and to more clearly delineate the scope and target of language engagement research. We also discuss future avenues to further advance understanding of the nature, mechanisms, and outcomes resulting from engagement in language learning.
Keywords	systematic review, L2 engagement, research methods
Link (to video from the conference)	https://youtu.be/sRTenzAbT48

Abstract #20

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Title	How Strategies Actually Combine in the Performance of Language Tasks
250 word abstract	This example of a “third-wind approach” to language learners strategies (LLS) goes beyond comprehensive definitions, preferring instead to delve into the complexity of what actually happens when learners perform language tasks. It also goes beyond questionnaires which call for self-report about what learners tend to do and even questionnaires about what learners just did but pitched at a certain level of abstraction. The reported studies help to reveal the true complexity of strategy use – where, for example, the function of the strategies (i.e. metacognitive, cognitive, social, or affective) fluctuates on a moment-to-moment basis. In addition, these studies have tracked the extent to which strategies are used separately, in sequences, in pairs, or in clusters. Painsstaking data analysis revealed that strategies combined in complex ways, including a back-and-forth between one strategy and another. The first study involved three ESL and three EFL Chinese-speaking university students individually performing an English vocabulary task (i.e. making fine-tuned semantic distinctions). Introspective and retrospective verbal report data and a measure of vocabulary depth were obtained from the students. The results showed fluctuation in strategy functions when strategies were used either alone, in sequence, or in pairs or clusters. In addition, there was not only one-way, linear progression from one function to another, but also two-way micro-fluctuation both for the same strategy and across strategies. The second study investigated a hyperpolyglot's strategies for fine-tuning his understanding of Chinese vocabulary through mobile apps, online programs, and interactions with a tutor. Verbal report revealed that the subject used strategies for managing vocabulary resources and for processing the information in the resources. While sometimes separately or in clusters, he mostly used strategies in sequence or pairs. He was successful at fine-tuning 57% of the vocabulary items and unsuccessful 43% of the time.
Keywords	language learner strategies, hyperpolyglot, comprehending Chinese vocabulary
Link (to video from the conference)	https://youtu.be/u7Bp_03y9kl

Abstract #113

Author	Mitsuko Tanaka
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Title	Environment, Motivation, and Self- and Collective Efficacy in Group Work Settings
250 word abstract	The learning environment is an important factor for a learner's motivation and learning outcomes. Because group work is frequently used in second language (L2) classrooms, clarifying the environmental effects in group work settings can provide useful insights for pedagogy. Furthermore, whereas the importance of self-efficacy is well-acknowledged, collective efficacy (i.e., group-level efficacy) is scarcely investigated in the field of L2 learning. This study examines the impact of group work environments on motivation and self- and collective efficacy in small group work settings. Study participants were 116 Japanese university students. After engaging in group work for one semester, they responded to a questionnaire on self- and collective efficacy, motivation (i.e., intrinsic motivation and amotivation), and the group work environment (i.e., cohesion and engagement). Furthermore,

	their standardized English proficiency test scores were used to examine how English proficiency affects self- and collective efficacy. Results of a path analysis revealed that collective efficacy did not vary according to an individual learner's motivation and English proficiency. However, both motivation and self- and collective efficacy varied according to individual perceptions of the group work environment. While learners who perceived stronger group cohesion and increased group engagement were likely to have higher motivation, and higher self- and collective efficacy, those who perceived weaker group cohesion and less group engagement tended to display the opposite. Taken together, while a positive group work environment has the power to enhance learners' motivation and self- and collective efficacy, a negative group work environment tends to undermine them.
Keywords	group dynamics, group work, learning environment, perceived efficacy
Link (to video from the conference)	https://youtu.be/gGSQsig5UWk

Abstract #66

Author	Muhammad Amir Saeed
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Title	Self-efficacy and Academic achievement: the role of gender, culture and learning environment
250 word abstract	In the recent times, tertiary education has got an immense attention of researchers, educational leaders, and the other stake holders of the society. Both mixed gender and single gender education systems have been adopted in public and private institutions. In the Gulf region, mono gender learning systems have been implemented due to the regional culture and traditions. In the Omani socio-cultural context, the mono gender educational system in schools and mixed gender learning environment at the higher educational institutions affect significantly in learners' self-efficacy and academic achievement in the mixed-gender EFL classroom. Different international and regional studies have revealed both positive and negative implications of mixed-gender classrooms especially for those who came from a mono gender learning environment. The adjustment phase for the tertiary learners from school to the university is not only crucial but also significant for the continuation of higher education. The current study aims at investigating the role of gender, learning background, socio-cultural circumstances, and the effect of learning environment on EFL learners' self-efficacy and their academic achievement within the scenario of the prevailing culture and traditions. Mixed research methods have been adopted to investigate the perceptions of both teachers and learners to conduct the current study. The result of the study reveals that female learners were active learners and better performers than boys in the school learning environment. The study found that there were statistically significant differences between both genders in terms of the effect of socio-cultural environment, self-efficacy, and learning environment. EFL educators should consider the socio-cultural context, learners' learning background and the other challenges of learners to bring out positive outcomes in a mixed-gender classroom.
Keywords	self-efficacy, academic achievement, gender roles, cultural intervention

Link (to video from the conference)	In-person, video not available
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Abstract #64

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Title	Initial Validation of a Japanese-language 3x2 Achievement Goal Questionnaire for Vocabulary Study
250 word abstract	In educational psychology, models of achievement goals have evolved from a single motivational factor involving mastery and performance (Murray, 1938) to a multidimensional 3 x 2 model (Elliot, Murayama, & Pekrun, 2011). In this latter model, mastery separates into an intrapersonal competence development goal and an absolute task mastery goal, in addition to an other-based performance goal. These three goals also have approach and avoidance directional valence goals. Despite this long running current in educational psychology, achievement goals have made few waves in L2-language classroom research. The current quantitative-based research project investigated achievement goals at one public university in regional Japan. In the English program at this university, students must demonstrate mastery (i.e., $\geq 80\%$) on previously validated vocabulary items of the New General Service List, NGSL, (Browne, Culligan, & Phillips, 2013). Mastery of the NGSL is one part of the students' preparations for required second-year study abroad. First-year, non-English majors ($N = 161$) completed the 18-item 3 x 2 Achievement Goal Questionnaire, AGQ, (Elliot et al, 2011), modified to refer to the semester-ending NGSL vocabulary test. Rasch item reliability (.97) and fit indices were good. However, a factor analysis only identified three factors, labelled competence development, task mastery, and performance goals, with each factor composed of six strongly-loaded items ($> .7$). In this unique setting, the participants did not differentiate between approach and avoidance goals. Further research should clarify the factor structure of the AGQ here and in additional L2-classroom environments.
Keywords	achievement goals, intrapersonal competence development, task mastery, performance
Link (to video from the conference)	In-person, video not available

Abstract #167

Author	Carmen M. Amerstorfer
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Title	Student perceptions of academic engagement and student-teacher relationships in problem-based learning
250 word abstract	Students' academic engagement depends on a variety of factors that are related to personal learner characteristics, the teacher, the teaching methodology, peers, and other features in the learning environment.

	Components that influence academic engagement can be cognitive, metacognitive, affective, social, task-related, communicative, and foreign language-related. Rather than existing in isolated spheres, the factors contributing to an individual's academic engagement intertwine and overlap. The relationships students cultivate with others are prominent in several of these areas. Positive interpersonal relationships enhance individuals' enthusiasm for learning (Mercer & Dörnyei, 2020), which benefits sustainable learning success and self-confidence. Problem-based learning (PBL), a teaching approach particularly suitable for tertiary education, involves students in authentic problem-solving processes and fosters students' self-regulation and teamwork. Intensive relationship-building is one of the key characteristics of this student-centred approach (Amerstorfer, 2020). The study reported in this presentation explored the academic engagement of 34 students in relation to their perceptions of three instructors in a PBL teacher education course in Austria. An online questionnaire collected the participants' perceptions of academic engagement (effort, dedication, learning success) in PBL compared to conventional teaching. It further asked how the students perceived the course instructors' caring, credibility, communication style, and feedback. The responses showed that PBL has positive effects on both engagement and student-teacher relationships. Respect was found to be the most crucial criteria for student-teacher relationships. The results of the study can be related to similar teaching and learning situations; however, academic engagement and student-teacher relationships in PBL require further investigation.
Keywords	Academic engagement, student-teacher relationships, problem-based learning
Link (to video from the conference)	https://youtu.be/m9eNVVZwtQ

Abstract #103

Author	Xijia Zhang
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Title	The role of learners' attributions and their perception of teachers' attributions in language learning
250 word abstract	Teachers' and students' beliefs about why successful or unsuccessful learning outcomes have occurred are termed "attributions". Studies about attributions in language learning have usually examined what learners' attributions are and how they differ across learners from different age, gender, and proficiency groups (e.g., Williams, Burden, Poulet, & Maun, 2004; Nakamura, 2018). Little research has investigated the role of learners' own attributions and their perception of their teachers' attributions in the learning process. To this end, Chinese high school English language learners (N=146) completed online surveys and their teachers (N=6) were interviewed. Correlational and multiple regression analyses indicated that, generally, stable attributions correlated with language learning anxiety and controllable attributions correlated with an incremental language learning mindset. With reference to a specific language test, students who attributed negative language learning outcomes to internal factors were more anxious and put less effort into their language learning. Those who attributed negative

	learning outcomes to stable factors became less confident about their language learning. Although all teachers indicated that they communicated their attributions about students' success and failure to the learners, only 32% of the learners were aware of their teachers' attributions. Independent sample t-tests showed that compared with those who were unaware of their teachers' attributions, these learners tended to see their language teachers as more competent in teaching, more approachable and understanding, and more supportive of their learning. Based on these findings, attribution retraining and developing more effective teacher-student communication practices might promote more adaptive attributional patterns in language classes.
Keywords	attributions, teacher-student relationship
Link (to video from the conference)	

Abstract #95

Author	Giulia Sulis
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Title	Exploring the connections between classroom environment and engagement
250 word abstract	This study seeks to explore the connections between classroom environment and engagement in two L2 French university classes at beginner and advanced level. While classroom environment is a key element of learning, it is not often paired in conjunction with engagement. To some degree, this has been due to a lack of a clear operationalisation of the construct 'classroom environment'. This study draws on 'environmental complexity', that is, a conceptual model of the learning environment developed by Shernoff et al. (2016), made up of 'environmental challenge' and 'environmental support'. We use this construct to explore the connections between classroom environment and engagement (Philp & Duchesne, 2016). Two sets of data are drawn from a first year French Beginner class (n=14) and a second-year French Advanced class (n=16), each taught by the same experienced tutor. Focal students were 4 Beginners and 6 Advanced students. The data comprised a combination of video recordings, classroom observations, and interviews with the teacher and with the focal students, collected over two academic terms. Findings suggest that environmental support fostered behavioural and emotional engagement in the L2 classroom. For example, when class activities matched students' interest and background, when the teacher provided encouragement, and peers were supportive, students showed higher involvement and enjoyment of the task at hand. Interestingly, the impact of challenges differed between students. There is some evidence to suggest that task enjoyment counterbalanced the perceived difficulty of the task, although this differed somewhat according to self-efficacy as well as interest in the task.
Keywords	engagement, classroom environment, environmental complexity
Link (to video from the conference)	https://youtu.be/DDB2eKL4bTM

Abstract #59

Author	Laura Ambrosio
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Title	Reflexive practices in community service and language learning: constructs of positive psychology at work
250 word abstract	Implemented in a Canadian university for over ten years, community service learning (CSL) is a pedagogical approach that allows students to link and apply the classroom content in a community setting. This approach tends to improve students' engagement and increase their learning outcomes beyond the standard objectives proposed by the discipline syllabi. Enhanced autonomy, beliefs, emotions, goal setting, group dynamics, motivation, strategies development, willingness to communicate, are some of the positive results linked to this pedagogy. They are documented in the surveys of CSL actors (students, teachers, community partners), as well as in the corpus of over 800 reflexive journals which represent a compulsory component of the experience. In this paper, we will look at the data from the reflexive journals in order to open the discussion of CSL experiences as concrete examples conceptualizing positive psychology and transversal competences' constructs. We will observe the transformative value of this pedagogy through learning outcomes, also during the Covid-19 pandemic. Students involved in CSL become aware of their ability to be social actors and mediators for better communities, as an enhanced result of learning and using another language than their mother tongue. In addition, authentic out of the class settings or online experiences, allows for a taste of real life situation, expectations, deadlines while developing, a clearer awareness of own capacities, crystallized by the journal reflection, on self and self-esteem in the construction of learning. With observed sense of discovery and sometimes discomfort, the CSL remains a privileged positive learning platform for languages.
Keywords	Community Service and Language Learning; Positive Psychology; Autonomy; Pedagogical Innovation

Abstract #89

Author	Alina Lemak
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Title	How do learner personality traits influence the effectiveness of language instruction?
250 word abstract	Corrective feedback (CF) has been shown to be an effective instructional technique (Basturkmen & Fu, 2021; Li, 2010; Lyster & Saito, 2010; Lyster et al., 2013; Sheen, 2011), and much of existing CF research assumes that all learners benefit equally from CF. However, that assumption has been questioned, and researchers have become more aware of the mediating role individual differences (IDs) play in CF effectiveness (Ammar & Spada, 2006; Banaruee et al., 2017; Sheen, 2007, 2011). It has become apparent that learners may differ in their ability and preparedness to benefit from CF.

	Although personality traits have been shown to influence learning outcomes (Diseth, 2003; Liadra et al., 2007; Robinson, Gabriel, & Katchan, 1994) the existing research in this area presents inconsistent or inconclusive findings (Dewaele, 2005; Dörnyei, 2006; Sharp, 2008;). The influence of learners' personality traits on CF effectiveness is virtually neglected. This study aimed to fill this gap by investigating how learners with different personalities respond to, experience, and benefit from different types of oral CF. Using a series of case studies and a mixed-method approach to data collection and analysis, this study took place in a class of adult language-learners in an academic context. Data collection included a personality test, video recordings of classroom activities, observations, and individual interviews/stimulated-recall procedures. Findings showed that personality differences emerged in learner response to (and perceived effectiveness of) different CF techniques. Personality traits appeared to play a role in how learners experienced CF. Other findings, both, unexpected, and those in support of existing literature, will be discussed.
Keywords	corrective feedback, personality, SLA, individual differences, ESL
Link (to video from the conference)	https://youtu.be/UUkWvmc6y6Y

Abstract #99

Author	Josee Le Bouthillier
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Title	Promoting Oral Communication with Young French Immersion Students: The Role of Symbolic Play and Intrinsic Motivation
250 word abstract	Many school instructional initiatives and provincial curricula support the use of play-based learning in the early grades. French immersion (FI) is a context in which the oral acquisition of the second language (L2) is a critical instructional focus (ex. Tedick et Wesely, 2015). Students need language-rich environments to learn the L2 (Tedick et Lyster, 2020). We explored the possibilities offered by play-based learning (in particular, symbolic play) in supporting L2 language acquisition of young FI students. Examining FI pedagogies that foster intrinsic motivation (IM) and stimulate students' desire and willingness to speak in their L2 is important. Oral communication skills are foundational for the acquisition of other literacy skills (Tedick & Wesely, 2015). IM increases students' use of language as they engage in their social environment. Given the link between IM and symbolic play (Lillard et al., 2013), we examined the use of symbolic play on the IM of young students in the beginning stages of L2 learning. Using auto-determination theory (Deci & Ryan, 2000) , we conducted a classroom-based study and used a Design-Based Research methodology to help us develop and test hypotheses, theories, and principles of teaching and learning (Wang & Hannafin, 2005). Participants included two Grade 1 teachers and their FI students (N = 36). Data consisted of classroom recorded observations of students engaged in symbolic play, teacher interviews, and artefacts. Thematic analysis was conducted following Braun & Clarke's (2013) protocol. Results indicated that symbolic play creates favorable conditions for oral L2 learning by promoting IM.

Keywords	auto-determination theory, symbolic play, oral communication, French immersion
Link (to video from the conference)	In-person, video not available

Abstract #177

Author	Russell Sarwar Kabir
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Title	Structural equation modeling of personality antecedents and self-efficacy in intercultural communication with university students in Japan
250 word abstract	Cross-country comparisons of empirical correlations have established a mid-level status for self-efficacy constructs related to language skills. Research on self-efficacy extended to language and intercultural learning settings has advanced in favor of the role of interactions as a source of student growth and engagement for intercultural communication. While a previous study found validity evidence for self-efficacy in intercultural communication (SEIC), it lacked an analysis of individual differences in personality as antecedents to the competency. Here, we report the findings of a structural equation model of SEIC as a response variable predicted by the five-factor model of personality (Revised Big Factor Markers; RB5) in the context of Japanese university students (N=373), using R (RStudio Version 1.3.1093), with the package lavaan (Version 0.6-9). After confirmatory factor analysis of the SEIC and RB5 replicated a measurement model for each according to prior validation studies, SEM was conducted. Two modification indices were added to adjust for item content overlap between conscientiousness and SEIC short-form item 1, and extraversion with SEIC item 8. The results of the final model (Robust CFI =.919, Robust TLI=.906, SRMR=.064, RMSEA=.060) showed that SEIC was predicted by extraversion ($\beta=.33$, $p < .001$), and conscientiousness ($\beta=.19$, $p=.029$), but not openness to experience ($\beta=.12$, $p=.077$) or emotional stability ($\beta=.01$, $p=.923$), adjusting for gender. These results represent conceptual and empirical advances in the hierarchy of analysis levels for personality and self-efficacy constructs used in applied educational settings. Future studies are planned to investigate the relationships between constructs in more geographically diverse samples.
Keywords	big five personality; L2 self-efficacy; self-efficacy in intercultural communication
Link (to video from the conference)	https://youtu.be/6FMhGw-PDaA

Abstract #65

Author	Gaby Benthien
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Title	Lending a helping hand or paw: Exploring the role of children and pets during homestay

250 word abstract	Study abroad programs at university level aim to promote personal growth, intercultural skills, and a global outlook. Many programs feature a homestay, which offers participants a cross-cultural experience while encouraging natural communication in a foreign language (L2). The ability to create, seize and build on opportunities for interactions (whether by homestay student or host family) is essential to achieve maximum communicative, social and cultural benefits. Yet, living with a new family from a different culture who speak a different language is a daunting prospect for many participants. Younger members of the household and pets have the potential to affect homestay experiences as interactions with younger children and pets are often less stressful, and can enhance positive emotions. This presentation explores the effect of children and pets as reported by two cohorts of 1st year Japanese students during a two-week homestay in 2018 and a one-week homestay in 2020 while the students participated in a one-month compulsory study abroad program in the UK. Findings from open and closed item survey data suggest that children and pets may act as icebreakers and catalysts for social interactions. Their presence seems to ease communication by providing a topic of conversation, and being fun to play with. Pets seem to have a further important function: decreasing nervousness, stress and anxiety, which subsequently bolstered the emotional resilience of the participants. Thus, children and pets may contribute to ease L2 anxiety, act as indirect L2 resources, and foster positive emotions during the homestay.
Keywords	Homestay during study abroad, Communication in L2, Positive emotions, Effect of children and pets
Link (to video from the conference)	https://youtu.be/6t7qZPSmIO

Abstract #171

Author	Olga Sarycheva
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Title	Building Supports Systems for Newcomers in Nova Scotia via Language Education and Counselling
250 word abstract	Around four years ago, 25 000 refugees from Syria arrived in Canada. Since then that number has been surpassed, and now tens of thousand Syrian refugees have found their home in many parts of this country. Nova Scotia is no exception. Hundreds of Syrian families have settled in the Maritimes with the hope to start a new and better life here. For the majority, the path has begun at the English language assessment, called the Canadian Language Benchmarks Placement Test (CLBPT). This type of language assessment allows any new immigrant to Canada aged 16+ to take part in a government-funded language program(s) and improve their English communication skills. Over these years, Language Assessment Services of Nova Scotia (or currently Learn English Nova Scotia (LENS) Testing and Counselling Centre) has continued to build on their expertise of delivering language counselling sessions, tailored to the unique learning needs of their clients, to outline language learning options. We have developed several projects pertaining to the field of English language assessment and language education

	counselling, including the CLBPT Remote Assessment Project and LENS Pathways to High School Completion for Immigrant Young Adults in Nova Scotia, with the purpose of making our services available to all newcomers across the province. We believe that having ready access to the CLBPT and up to date information about all language learning options gives our clients, including Syrian refugees, some sort of feeling of control in the world as they make plans to return to school, work and build new careers. Knowing the options and supports available when circumstances change is vital to empowering learners to gain autonomy in their learning when they set and work towards learning goals.
Keywords	assessment, language, education, counselling, online, youth, pathways, high school, immigrants
Link (to video from the conference)	In-person, video not available

Abstract #166

Author	James A. Elwood
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Title	How Does the International Posture of Young Japanese EFL Students Change over 10 years from Grade 3 through Grade 12? (The original title was "Changes in International Posture of Japanese EFL Students from Grade 5 through Grade 12: A Longitudinal Study")
250 word abstract	The concept of willingness to communicate in a second language (L2 WTC) has been the focus of considerable research over several decades. The development of international posture (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004) is the key to the development of language learners' L2 WTC and concomitant with that of English proficiency. In Japan the Ministry of Education (MEXT) has long focused on expanding English in order to prepare students for the realities of an increasingly globalized world; mandatory language classes now begin in the third grade in elementary school, a change instituted in the 2020 school year. One measure of progress in this undertaking is the growth of international posture, yet the original four-factor configuration has been shown to be inadequate in Japanese contexts for elementary school learners of English (Elwood & Monoi, 2015) and university students (Elwood, 2011). To examine changes in international posture, the current study utilizes an extensive data set encompassing grades 3-12 of Japanese learners of English. Validation of the international posture instrument is addressed with Rasch analysis and testing for model invariance across groups, and then the construct's evolution over time is examined via a latent growth curve model. Results suggest that international posture is adequately explained for the four grades of elementary school students by a 2-factor model that passes through a 2-year transition before settling into a 3-factor model by eighth grade that remains invariant through secondary education. These results provide insight into the precise measurement of international posture, an important complement to the growth of English proficiency in primary and secondary education in Japan.
Keywords	international posture, L2 WTC, young EFL learners
Link (to video from the conference)	https://youtu.be/XhB8piQG_Lc Promo:

	https://youtu.be/88M3aFvGp44
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Abstract #333

Author	Heather Sparling
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Title	A tartan weave: Connecting the experience of flow in traditional music and Gaelic language in pursuit of heritage language survival.
250 word abstract	Gaelic is an endangered language, but the traditional music associated with it thrives. Among individuals committed to learning Gaelic as a heritage language who also engage in traditional music-making, intense experiences shape the connection between language and music. The present study examines the connection between intensely motivating “flow” experiences in music and language using qualitative data. In this context, flow is defined both at the individual level, consistent with much of the literature, but also at the group level which contributes a more nuanced, group-oriented conceptualization of flow experiences. Data come from a sample of 54 participants recruited via social media associated with traditional music and Gaelic language. The results show the depth of connection to traditional music developed over years that appears to feed into a motivation for language learning. The concept of group flow is prevalent in the descriptions, even though it was not measured directly. Group flow offers a nuanced lens through which to view how the connection between music and language developed in a context where language revitalization is taking place. We conclude that flow experiences in both music and language facilitate both the identification with the cultural group and specific skill development, particularly through performance with other people in settings that promote group flow. The combination of experiencing flow as an individual and with a group seems particularly powerful as a motivator for both language learning and preservation, showing the important role that music can play in the process.
Keywords	Music; flow; language maintenance and revitalization; motivation
Link (to video from the conference)	In-person, video not available

Group D: Development of the self/ story-building in language

Abstract #6

Author	Nicola Fraschini
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Title	Future language self of adolescent learners: A Q methodology study

250 word abstract	Despite Australia being a multicultural and multilingual country, students' participation in language education is extremely low. In the school system, only 12% of students who study a foreign language in their first year of high school continue with their language study up their last year of school (Vukovic, 2016). The present research is framed in this educational context and wants to investigate how high school students perceive the relationship between their future self and the study of a foreign language. In particular, we will discuss how high school students envision their future self as a speaker of a foreign language in relation to their school year (year 7-8 and year 11-12) and the target language being studied (Chinese, Italian or Korean, in our study). The paper is theoretically grounded in Dornyei's model of future L2 self (Dornyei 2005, Dornyei & Ryan 2015), Dornyei and Kubanyiova's (2014) discussion of 'vision' and Taylor's (2013) quadripolar model of identity in adolescent foreign language learning. The data gathering process follows Q methodology (Stephenson 1935, Brown 1980, Watts and Stenner 2012), a technique which has only been recently and successfully applied to second language learning, offering new insights into the relationship between language and identity (Irie 2014, Irie & Ryan 2015). The Q methodology protocol has been implemented for this specific project through the development of a custom made online application. Students of Chinese, Italian and Korean as a foreign language in four local high schools in Western Australia were asked to participate in this Q sort study. Preliminary findings point to the complexity, among Australian high school students, of perspectives and perceptions of the future self as a multilingual speaker, implying a variety of learners' motivation.
Keywords	Vision, motivation, Q methodology, adolescent learners
Link (to video from the conference)	https://youtu.be/_NX4FEguboQ

Abstract #69

Author	Daniel Hooper
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Title	Journeys through a divided field: Learning and becoming across an ideological landscape
250 word abstract	We construct both knowledge and identity within a range of communities of practice throughout our lifelong learning journeys. In this study, I examine the individual English learning trajectories of members of a social learning space (SLS) in a Japanese university self-access learning center. Drawing on data taken from a larger ethnographic study (Mynard et al., 2020), I use the landscapes of practice conceptual framework (Wenger-Trayner et al., 2014) to explore the varied levels of identification with different communities of practice throughout members' language learning histories. A landscape of practice is "a geography of local practices" (Pyrko, Dörfler, & Eden, 2019, p. 486) – a landscape of different communities within which individuals navigate their learning trajectories based on knowledge and identities that they personally value and the access they are afforded to legitimate membership. A primary focus of this presentation is the nature of learners' involvement in

	different ideologically-marked communities that they both willingly and unwillingly participate in across the Japanese ELL (English Language Learning) landscape of practice. In particular, learners' lived experiences in communities aligned with the prevalent and often opposing ideologies of eigo (exam/grammar-focused English learning) and eikaiwa (communication-focused English learning) were found to have been salient in their construction of knowledgeable – a sense of competence across the landscape (Wenger-Trayner et al., 2014). These learners' journeys across the landscape reveal the ways in which structural factors mediate and are mediated by their agentic actions and how desired and ascribed identities are constructed across their past, present, and future.
Keywords	communities of practice, landscapes of practice, learner identity, English ideologies, self-access language learning
Link (to video from the conference)	https://youtu.be/AMmcqJe6gj0

Abstract #92

Author	Yoshio Nakai
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Title	Resilience to Japanese native-speakerism: A narrative inquiry with a Korean female immigrant
250 word abstract	Native-speakerism is a pervasive ideology that 'native-speakers' are the best models inherently qualified to work as language teachers, and needs to be addressed at the level of the prejudices embedded in everyday practice (Holliday, 2005). This research uses a narrative inquiry approach (Barkhuizen, Benson & Chik, 2014) to reveal how a Korean female immigrant, Jane (pseudonym), has constructed her 'identity' (Riley, 2007) as a language teacher through building resilience to native-speakerism in Japan. Jane has lived in Japan for more than 25 years with her Korean husband. Now she makes a contribution to a Korean church as a translator and teaches Japanese language to overseas students at a university. Her narrative shows how she has built resilience to the vicissitudes of life in Japan and constructed her second language identity. While she had struggled due to a lower social status as an immigrant in Japan, she had exercised her resilience to adopt to her environment. Her resilience has been strengthened from the experience of 'self-transformation' which changed her worldview through communicating with Korean immigrant women who have been oppressed due to lack of Japanese ability. This experience enabled her to learn a powerful technique to fight against the native-speakerism in Japan to improve her life. Now she recognizes herself as a language teacher who teaches to survive in society through Japanese language. In this presentation, through her narrative, I will discuss the issue of resilience in the context of a Japanese society
Keywords	Resilience, Japanese native-speakerism, Non-native speaker teacher of Japanese, Japanese as a second language teaching
Link (to video from the conference)	https://youtu.be/Dp9U5fUUM-Y

Abstract #11

Author	Amy S Thompson
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Title	"We English teachers, we speak English": Development of selves in diverse contexts
250 word abstract	The integration of the politics of language learning and teaching is a fresh perspective in individual difference research, and is an expansion of Ushioda's (2009, see also 2017) person-in-context approach. Data for this project include case studies (e.g. Duff, 2008) of EFL teachers from understudied contexts (Argentina, Egypt, Estonia, Senegal, Turkey, Ukraine, and Vietnam). The contexts, particularly sociopolitical circumstances for language learning and teaching, serve as a backdrop for the formation of the teaching and learning selves (Dörnyei, 2009) of these EFL teachers. Also included is a discussion of the native/non-native speaker teacher dichotomy (Selvi, 2011), particularly how being an L1 speaker of a language other than English is part of the formation of the ideal teacher self, an identity that is context specific. This presentation gives an overview of key concepts found in a selection of these case studies, such as attitudes towards English and other languages used in the contexts, development of selves, and thoughts regarding non-native speaker teacher (NNST) issues. The interview data excerpts presented are used to illustrate the sociopolitical ideals of both English and other languages in the different contexts, couched in the formation of these teachers' language learning and teaching selves. Considering the multilingual settings of language teachers around the globe, conclusions are drawn regarding the relationship of the context, attitudes, and motivation, and illustrate the need for a more bilateral exchange of information among all contexts in terms of language learning and teaching.
Keywords	selves, context, multilingual teachers, narrative inquiry
Link (to video from the conference)	In-person, video not available

Abstract #36

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Title	Construct Vision of a Work Persona through Workplace-Specific Advanced-Chinese Pedagogical Material
250 word abstract	Sustaining advanced-level language learners' motivation and encouraging them to reach a superior-level of language proficiency with intercultural capacities is always a challenge in teaching Chinese as a second language (L2). Agreeing with Dörnyei and his colleagues' discussion of constructing a detailed and achievable future goal state as effective motivational pathways, this paper is based on an empirical study investigating how a contextualized work persona contributes to the vision construction of advanced-level L2 Chinese learners. Research data is collected from an intensive Chinese program at a large public university in the southern United States. Participants of the study are advanced-level L2 Chinese learners who took a

	one-semester course titled “Professional Chinese Use and Networking in China,” which is designed to prepare them for their upcoming internship-semester in China. Through using a location-specific pedagogical material where the leading character accomplishes work-related tasks on an increasingly difficult level, students are encouraged to establish a workplace persona as a foreign professional contributing one’s expertise to a Chinese company. The presenters discuss various pedagogical efforts adopted by both the pedagogical materials and the course to prepare students to act professionally in the Chinese workplaces. The results of a post-semester open-ended interview reveal students’ skill development process through interacting with Chinese speakers in real world scenarios. The study suggests that the introduction of a role model, in-depth workplace scenarios and creating a holistic view of one’s learning experiences are the three pedagogical elements that contribute to the construction of a professional L2 self.
Keywords	Vision construction, contextualized pedagogical materials, professional L2 self
Link (to video from the conference)	https://youtu.be/RG8UgEXRItY

Abstract #69

Author	Karla Culligan
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Title	Linguistic and professional identity of beginning teachers of French as a second language
250 word abstract	Identity, as a theoretical construct, has been described as fluid, complex, and fundamentally social (Alsup, 2006). Teachers’ professional identity is embedded in their professional worlds. For teachers of French as a second language (FSL), who often identify as learners of the language themselves, discourses abound surrounding “ownership” of language, native-speaker norms, and linguistic insecurity (e.g., Braine, 2018; Roy & Galiev, 2001; Wernicke, 2020). This presentation features data from the Eastern region of Canada collected as part of a larger pan-Canadian study, the FSL Teacher Education Project to explore the main question: What are the requirements and gaps in FSL teacher education? Data were collected from multiple stakeholders (i.e., Faculties of Education, beginning FSL teachers, and school district personnel) using surveys and focus groups. We will highlight the focus group data, which were analyzed for emergent themes (Creswell, 2007) using NVivo and which we found particularly rich. Results show that in discussing the main research question, many themes emerged surrounding FSL teacher identity, as it relates to linguistic proficiency, ideology, and development. We will present salient participant quotes to illustrate these themes and discuss these findings with respect to gaps, challenges, and opportunities in initial FSL teacher preparation and beginning FSL teacher support. Implications for language proficiency assessment, linguistic identity/insecurity, professional learning, mentorship and support, and teacher retention will be shared.
Keywords	Teacher identity, French as a second language, Teacher education
Link (to video from the conference)	In-person, video not available

Abstract #168

Author	Lijun Zhang
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Title	Written Corrective Feedback: Teachers' and Students' Beliefs in an EFL Context
250 word abstract	Research has revealed that discrepancies between teachers' and students' beliefs on written corrective feedback (WCF) could impede students' uptakes and negatively affect the effectiveness of instructions in the language learning process (Diab, 2005; Brown, 2009; Amrhein & Nassaji, 2010). However, few studies compared teachers' and students' perceptions of WCF to help them open the conversation for optimal teaching and learning experience. The main purpose of this study is to identify and compare teachers' and students' beliefs on the different subtopics of WCF identified by Bitchener and Ferris (2010). Quantitative and qualitative data will be collected from EFL teachers and learners by means of written questionnaires, and follow-up interviews will be administered as well to get insight of this issue. The results are anticipated to reveal the similar and different views on some areas of WCF held by teachers and students. The results will serve as a bridge between teachers' and students' expectations to improve the effectiveness of WCF in a foreign language learning context. Pedagogical implications will be discussed as well.
Keywords	Beliefs, Teachers' beliefs, Students' beliefs, Written corrective feedback (WCF)
Link (to video from the conference)	https://youtu.be/NX4FEguboQ

Abstract #147

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Title	Identity construction as Lingua Franca English users from ethnographers' perspective
250 word abstract	There has been an increasing awareness of the development of global human resources for the decade in a rapidly changing and globalizing world. Business and academic are influenced by globalization. As the closest educational institutes of business societies, universities owe to fostering human resources who play important roles in global contexts. This study aims at investing the ways of Second Language Acquisition through project-based learning in the university. Lingua Franca English (LEF) is the term to underline the nature of English as socially-constructed and locally situated language (Canagarajah 2007). Learning through experience is the great opportunity to gain much growth rather than listening to a lecture in the classroom which students tend to remain passive. Participants of the project-based courses encounter Lingua Franca English communication to work with international partners. From constructivist view of the English language, speakers continuously negotiate their situational English among participants.

	Participating cultural activities as ethnographers in the projects help students' psychological developments as English speakers. In this study, participants are seen as ethnographer to explore different cultures. Interaction with international partners stimulate developmental processes and foster cognitive growth. The cognitive growth can be seen as internalization in(Zittoun 2015) which enable culture become mind. Thus, this study set two research questions as follows; How do students construct identity as LFE users? What is the role of internalization for ethnographers in language learning? In order to answer these questions, author illuminates students' internal and external experience as ethnographers.
Keywords	Lingua Franca English user, ethnographer, internalization, identity construction
Link (to video from the conference)	In-person, video not available

Abstract #76

Author	Hilary Walton
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Title	Social Identity in L2 French Programs: A New Group-level Psychological Variable?
250 word abstract	This study investigates social identity as a potential psychological variable in second language education. Despite the fact that school plays a critical role in the formation of social identity for students, social identity has yet to be studied across educational contexts. Thus, this study compares the group-level social identity of core French, extended French and French immersion students to determine whether membership in a particular language program influences students' social identity. Sixty high school students completed a validated measure of social identity (i.e., Ingroup Identification Questionnaire) and answered several open-ended questions about their French programs. Results confirmed significant differences in social identity between students of all programs: French immersion students have the highest level of social identity associated with their French program, followed by extended French and lastly, by core French students. This corresponds to the amount of time that students spend in program-specific classes with their same-program peers.
Keywords	social identity, second language acquisition, individual differences, French education
Link (to video from the conference)	https://youtu.be/TCTMEJiE5Jo

Abstract #122

Author	Xiaojuan Gao
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Title	Ideal L2 Writing Self and Grit: the roles of enjoyment and anxiety

250 word abstract	In order to contribute to the line of inquiry in applying positive psychology (PP) in second language acquisition (SLA), the present study investigated PP in L2 writing research and employed a quantitative method to explore the relationship between grit and ideal L2 writing self of Chinese language learners. More specifically, a mediation model is proposed that incorporated enjoyment and anxiety. A composite questionnaire with four scales were adopted to measure students' L2 writing grit, ideal writing self, L2 writing enjoyment and anxiety among 1012 university students (N = 1012) learning English as a Foreign Language (EFL) at 20 universities in China. Robust analytical methods including correlation analysis and multiple regression analysis were adopted to analyze the data. The findings suggested that ideal L2 writing self was positively correlated with L2 writing grit; grit, enjoyment and ideal L2 writing self were positively related to each other, but were negatively related to anxiety; ideal L2 writing self positively predicted enjoyment and grit and negatively predicted anxiety; enjoyment and anxiety positively and negatively predicted L2 writing grit; enjoyment mediated the relationship between grit and ideal L2 writing self positively, but anxiety did not. These findings hold some notable implications for future L2 writing studies and pedagogical practices.
Keywords	L2 writing grit, ideal L2 writing self, L2 writing enjoyment, L2 writing anxiety
Link (to video from the conference)	https://youtu.be/Pfip5jBLqlw

Abstract #169

Author	Hala Yasmine Khaled
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Title	Learners' Self-beliefs and the Creation of the Ideal L2 Self Vision, Is There a Connection?
250 word abstract	In recent theorizing of L2 motivation, language learners are thought to be motivated by their desire to close the gap between their current performance and their ideal L2 self: their vision of themselves as proficient speakers of the target language. As such, the ideal L2 self is considered a major source of language learning motivation. However, for the ideal L2 self to exert its motivational influence, some conditions have first to be met, such as perceiving one's potential to attain the vision. Hence, this condition is closely linked to learners' self-beliefs about their abilities. This, in turn, suggests that self-beliefs play a crucial role in the vision of the ideal L2 self. In agreement with this supposition, several studies have substantiated that self-efficacy beliefs impact learners' vision of the ideal L2 self (Busse, 2013; Iwaniec, 2014; Irie and Brewster, 2014). However, there is still a gap in the literature pertaining to the impact of other self-beliefs. To fill this gap, this mixed-methods study examines the relationship between the vision of the ideal L2 self and two types of self-beliefs, namely self-concept and language learning mindsets. Questionnaires and semi-structured interviews were used to collect data from Algerian high school language learners (15-18 years old) who were learning French and English simultaneously. The results of data analysis showed that positive language self-concepts are closely linked to the vision of the ideal L2 self. Nevertheless, there was no relation between language

	learning mindsets and the vision of the ideal L2 self. In this presentation, I will discuss the results of the study along with directions for future research.
Keywords	Ideal L2 Self, Vision, Self-concept, Learning Mindsets
Link (to video from the conference)	https://youtu.be/4RMyQbvJUg0

Abstract #37

Author	Masako Kumazawa
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Title	Dynamics of L2 possible selves of university students in Japan: EMI and postgraduate career choices
250 word abstract	As English-medium instruction (EMI) has become a global phenomenon (Dearden, 2014), higher education institutions across the globe have promoted EMI for economic, political, academic, and socio-cultural reasons. With its unprecedented rise, internationalization of university campuses through EMI has attracted a growing research interest, but the emphasis has been placed on analysis at the national policy or the institutional level (Yemini & Sagie, 2018), leaving space for the inquiry into individual stakeholders' reactions. This paper attempts to fill this gap by examining the future self-images of university students in an EMI program in Japan with a focus on their postgraduate career choices. This paper is a continuation of a previous study (Kumazawa, 2021), which followed two students over a four-year EMI course to find that their ambitious ideal selves were negotiated through various experiences, and that one significant change was observed in their career choices where both students opted out of joining the global workforce. The present study will narrow its focus to examine university students' possible English user, and "labor market" (Tomlinson, 2012), selves as they prepare to join the workforce. To attain this goal, the presenter will situate the participants' self-concepts in the socio-cultural context where the dominance of English has driven stakeholders to promote EMI to produce human resources for the global workforce. By looking into the psychology of individual students, the paper will critically highlight the intersection between this macro-level context and the students' resistance and resilience for more personalized English user selves.
Keywords	English-medium instruction; language policy; possible selves
Link (to video from the conference)	

Abstract #62

Author	Hengjie Chen
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Title	Exploring Academic Self-concept of Successful EFL Learners from a Chinese Secondary School
250 word abstract	Drawing on self-reported learning histories, this study investigates the dynamicity of academic self-concept (ASC) of successful EFL learners and the

	mediating factors from the theoretical lens of Personal Investment theory. Qualitative data were collected from 12 successful English learners at a key secondary school in a coastal city in East China using retrospective narratives and semi-structured interviews. The results characterize 3 types of developmental trajectories of the learners' ASC as a result of the mediating roles played by different psychological and contextual factors. The variation of their ASC receives impact from both personal factors like the perception of motivational goals, and also environmental facilitators such as parents' financial and behavioral investment, interesting instructional activities, etc. Specifically, the overall stability of ASC can be largely attributed to the positive central self-beliefs formed through early learning experiences facilitated by their proximal learning environment. The decline of ASC is related to the decrease of language using opportunities and also the sensitivity of academic performances under the influence of the value orientation of the distal context, while the multiple goals perceived by the learners providing intrinsic and extrinsic motivations scaffold the positive development of ASC with the important others offering external sources of regulation. The insight gained from the findings presents practical implications for parents and educators.
Keywords	academic self-concept, successful language learner, secondary school students, EFL learning
Link (to video from the conference)	https://youtu.be/rqNfCfu91cE

Abstract #108

Author	Vera Hanaoka
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Title	From learner to speaker: An L2 Japanese speaker's use of Kansai dialect to express her subjectivity
250 word abstract	Outside of the second language classroom, L2 learners are primarily oriented to as speakers whose L2 status is usually not made relevant by their interlocutors (Eskildsen & Theodórsdóttir, 2017; Gardner & Wagner, 2004). Building on these findings, this study uses discourse analysis of casual conversations between an L2 Japanese speaker international student and her close L1 Japanese speaker friend to uncover the spectrum of L2 identities (De Fina, Schiffrin, & Bamberg, 2006) constructed through the pair's joint positioning, "the discursive process whereby selves are located in conversations as observably and subjectively coherent participants in jointly produced story lines" (Davies & Harré, 1990, p. 48). Interviews with the participants were also analyzed to determine their beliefs about how their language use facilitated such positioning. The goal of the study is to investigate how L2 speakers express their subjectivity (Weedon, 1997) (i.e., their thoughts, emotions, sense of self, and understanding of the world) in interaction. Analysis of the conversation data elucidates how the L2 Japanese speaker's predominant use of Kansai dialect positioned her as a local insider and a quick-witted joker. Findings from the interview data showed that she

	considered Kansai dialect to be the most suitable linguistic resource for her to express her subjectivity in Japanese. This positioning and expression of subjectivity were both supported by her L1 Japanese peer. This study contributes to our understanding of how L2 speakers express their subjectivity, particularly in Japanese (Siegal, 1996), using dialect (an under-researched area of L2 language use).
Keywords	positioning, identity construction, L2 Japanese speakers, Kansai dialect
Link (to video from the conference)	https://youtu.be/HeV8HargEWA Promo: https://youtu.be/LzIKMxxNu7Q

Abstract #23

Author	Rieko Nishida
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Title	Influence of motivation and possible selves on students' proficiency in CLIL for Japanese tertiary students
250 word abstract	In this presentation, I will describe how English motivation, ideal L2 self, ought-to L2 self, effort and intrinsic motivation (knowledge, stimulation, accomplishment) would influence on students' proficiency after the implementation of CLIL. The study was conducted during the year of 2018-2019. Standard CLIL lessons and also two CLIL research projects were provided to students. In the study, 249 students aged between 19 and 21 participated, and they took the questionnaire and proficiency test called CASEC. The research questions are 1) How would students' English motivation, possible selves, and intrinsic motivation affect students' proficiency after the implementation of CLIL? 2) How do students experience CLIL in general? For the first research question, descriptive statistics, correlation analyses and multiple regression analyses were carried out by using SPSS ver.24. For multiple regression analyses, dependent variables were language proficiency and English motivation. The strongest predictor variable for proficiency was English motivation and a strong correlation was observed between effort and English motivation ($r=.75$, $p<.01$). Based on these results, and considering the previous research, the hypothesized model with using Structural Equation Modeling (SEM) using AMOS ver.24 was constructed and then tested. Effort revealed the strongest path to English motivation, which in turn lead to students' proficiency. Goodness of fit measures were CFI= .921, and RMSEA=.060. For the second research question, students' comments were open-coded and categorized by using Grounded Theory Approach. Five different categories were identified including content, effort, relationship, enjoyment, and autonomy. In this talk, an overall summary of the present study will be presented.
Keywords	CLIL, Japanese university students, motivation, proficiency
Link (to video from the conference)	https://youtu.be/b_wFGmSqDPE

Abstract #93

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Title	Emotional Experiences in L2 Learning and Motivation from a Sociocultural Perspective: A Qualitative Analysis of Retrospective L2 Learning Essays
250 word abstract	This paper focuses on the role of emotional experiences in understanding L2 learning motivation. In this paper, it is assumed that the L2 learning experience, a crucial element in L2 Motivational Self System can be augmented by incorporating the Vygotskian concept of perezhivaniya, or "emotional experiences." Research on the interface between the L2MSS and Sociocultural Theory has not been extensively conducted to date. By using a grounded theory approach, 103 pre-service teachers' previous L2 learning experience and their motivational fluctuations from preschool to high school were analyzed. The participants went through two steps: they were first required to submit a three-page reflective essay on their previous L2 learning experiences. After completing the essay, they self-rated their level of L2 learning motivation and made a "motigraph," or a graphic representation of their motivational level by school year. In each motigraph, the horizontal axis represented the participants' past school years from Grade 3 to Grade 12, whereas the vertical axis denoted the 11 levels of L2 learning motivation from 0 (no motivation at all) to 10 (highest degree of motivation). The findings proved the importance of early L2 input, the role of significant relationships, and the synergistic effect of emotional experiences and their positive appraisal. This paper argues that learners' accumulation of emotional experiences and their appraisal of it is crucial to recognizing their L2 selves and enhancing the level of L2 learning motivation. The issue of self- and other-regulation and the expansion of the ZPD through emotional experiences are also discussed.
Keywords	emotional experiences, L2 learning experience, L2 self, positive appraisal
Link (to video from the conference)	

Abstract #41

Author	Sarah Hopkyns
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Title	Waves of Change: Embracing Translingual Practices in Emirati Higher Education
250 word abstract	If one word could describe the United Arab Emirates (UAE) it would be 'change'. Since the birth of the country in 1971, shifts in wealth (due to the discovery of oil), infrastructure, demographics and linguistic landscape have come in both waves and currents. With over 80% of the country's population being transnational workers using approximately 200 different languages, it is a nation with a super-diverse linguistic landscape. Although Modern Standard Arabic (MSA) is the official language of the UAE, English is the de facto lingua franca and English-medium instruction (EMI) dominates education. Top-down language policies overtly favour the two dominant languages of English and MSA which appear on public signage, in educational contexts, and online as two 'pure' languages placed side-by-side or separated according to domain. However, language 'on the ground' is considerably more complex than as 'planned' with many forms of linguistic hybridity being

	a daily part of life. This presentation explores the language use and ideologies of 100 Emirati university students through mixed-method questionnaires and samples of classroom work. Thematic and content analysis revealed extensive translanguaging (use of full linguistic repertoires to aid communication). However, attitudes towards such practice varied, with many disapproving of the mixing languages at sentence level especially where strict 'English only' classroom policies exist. The presenter makes recommendations for a movement away from 'double monolingual' ideologies where languages are viewed as pure and separate. Rather, embracing translingual practices to support learning and empower plurilingual identities is stressed.
Keywords	Translanguaging, identity, higher education, English-medium instruction
Link (to video from the conference)	In-person, video not available

Abstract #92

Author	Anna Becker
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Title	Plurilingual identity expression, well-being, and symbolic violence in Switzerland's education system
250 word abstract	Multilingualism has historically played a major role in Swiss society with a primary focus on its four national languages and English while it has often neglected the influx of heritage languages. This contribution examines the connection among (minority language speaking) students' lived experiences of language and education, ideologies, and linguistic repertoires through visual and verbal representations. It demonstrates that linguistic repertoires are crucial for students' identities, the feeling of belonging, and well-being, yet impeded by restricting, homogenizing policies, which reproduce the 'monolingual habitus' (Gogolin, 2008) even in officially multilingual contexts and discriminating prejudices and practices resulting in symbolic violence (Bourdieu, 1991). It draws on student questionnaires, interviews, and language portraits analyzed through interpretative phenomenological analysis (Smith et al., 2009) and metaphor analysis (Lakoff & Johnson, 1980). It advocates the 'normalization', improved (institutional/official) recognition, and greater awareness of linguistic and cultural diversity in Switzerland's education system to increase inclusive and equitable learning opportunities while addressing ideologies and their implications for students' identities and academic trajectories so that all education sphere actors can adequately identify and respond to the changing tides in our societies.
Keywords	multilingualism, identities, lived experiences of language, equitable education
Link (to video from the conference)	In-person, video not available

Abstract #47

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(Additional Author Names, if any)	Cong Li
Title	Perform Kunshan: Building Local Stories from Day One
250 word abstract	This presentation discusses the integration of story building in a 4-day Language and Culture Camp, which is part of the orientation week for the freshmen at Duke Kunshan University (DKU), a Sino-US joint venture institution in Kunshan, China. Grounded in the Performed Culture Approach (PCA, Walker 2010) to foreign language teaching, which treats language and culture as an inseparable unit, the two Chinese language sessions for true beginners and beginning through advanced learners of Chinese aim to optimize the learning opportunities offered by the real-life encounters in the local Kunshan context. In particular, the presentation foregrounds two learning activities that are integral to Chinese learners' story-building: Field Performance task and Performance Watch (Noda) report. Field performance tasks prepare learners of Chinese for interacting with native speakers in their own social circle whereas performance watch offers learners a chance to observe organic contextualized interactions among native speakers. Students reported that by Day 4 they have learned useful Chinese linguistic and behavioral strategies, done things in Kunshan, and started to bond with native speakers on campus in Chinese. An examination of the worksheets collected from the non-beginners suggests that they collected a wide range of stories closely tied to their personal encounters in the local community. The presenters reflect on using learners' personal memories of having performed in a specific local context as "learning materials" and discuss pedagogical designs to further support learners of Chinese in building local stories in the regular Chinese as a Second Language curriculum at DKU.
Keywords	Story-building
Link (to video from the conference)	https://youtu.be/ORT_aM21ajl

Abstract #82

Author	Anne Feryok
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Title	Retelling Experience and Language Teacher Development through Perezhivanie
250 word abstract	Holistic concepts have long been recognized as capturing the rich and complex reality of human experience more fully than discretely bounded constructs. One holistic concept that is currently being used with language teachers as a means for mindful teacher education (Johnson & Golombek, 2016) is Vygotsky's (1934) concept of perezhivanie, the unity of what we experience and how we experience it. Vasilyuk (1991) also used it to develop a psychotherapeutic method, experiencing, that was theoretically based on Vygotskian-inspired activity theory and practically based on Carl Rogers' client-centered therapy. I adapt these ideas to narrative retellings, Ochs and Capps' (1996) idea that partial and multiple selves are engaged as different tellings of a story capture different aspects of memories and selves, which can foster personal and professional development. The participant is an ESOL teacher with ten years of experience, who on three occasions, once in writing and twice in a spoken interview held six months later, differently

	related a narrative about her first teaching experience. I use Labov and Waletzky (2003/1967), Ochs (2002), and Ochs and Capps (1996) to analyze the changes in the narratives, and Vasilyuk's method to analyze how the teacher developed. The teacher's development was based on overcoming the contradictory first-year teacher experience of "teaching when not a teacher". This occurred as she re-experienced and re-evaluated her motives based on her values. Although the teacher viewed the external world as easy, her internal world was complex, which enabled her to find meaning in the retellings of her experience.
Keywords	language teacher development, narrative analysis, sociocultural theory, perezhivanie
Link (to video from the conference)	https://youtu.be/FYtpQn2LJ9I

Abstract #52

Author	Mari Noda
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Title	Web Video for Building Personal Memories of Language Learners
250 word abstract	Film, through its rich collage of images, music, voices, and action, offers a medium for vicarious experiencing in well-defined contexts. This presentation outlines the pedagogical and creative features of a web video series NihonGO NOW! (Ohsawa, 2020) that supports story building of beginning-level learners of Japanese as a foreign language. "Story is a personal memory of having experienced a performance or a game" (Walker and Noda 2000: 203). Story-building is central to performed culture approach (PCA) to language teaching (Walker 2010), which espouses experiential learning through participation in the culturally situated events, or performance. Language learning is viewed as a conscious and systematic expansion of performance repertoire, which results in a rich collection of stories in the culture. The web video series, filmed on-location in Tokyo, depicts the psychological details of each character as they participate in daily events. A collaborative project of a filmmaker and a language teacher, the video not only depicts culturally coherent scenes and performances, but also leaves subtleties that the viewers can use to create their personal memories of their own vicarious participation in the scenes and development of their individual persona in Japanese culture. The presenters discuss the rationale behind decisions that addressed the creative and pedagogical considerations. Feedback from students beginning-level Japanese who viewed the video suggests that learners feel affinity with one or more of the characters featured in the video and that they develop mental images of themselves acting in their places. Video of some sample student performances will be shared.
Keywords	story, culture, performance, Web-video
Link (to video from the conference)	https://youtu.be/XceVYXcKzls

Abstract #74

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Title	The choreographer and the movie director: Metaphorical constructions of teacher roles in a community of Hungarian pre-service EFL teachers
250 word abstract	As part of an emerging line of teacher-focused inquiry (e.g., Kalaja, 2015), the study explores the discursive construction of language teachers' roles in a community of Hungarian pre-service EFL teachers, and shows links between communal discursive practices and the formation of individuals' belief-systems. Suited to this discursive approach, the study employs a type of metaphor analysis in which metaphorical constructions of language teachers are directly prompted and elicited from the participants through reflective writing, and the results are used to make inferences about their beliefs (Wan, Low, & Li, 2011). With results drawn from a relatively large sample (n=58), the study illustrates conceptions of language teachers as instructors, providers of knowledge, nurturers, or facilitators. The findings are also linked up with two salient discursive categories ('traditional' vs. 'new' language teachers) identified in other communities of pre-service EFL teachers (see Kalaja, 2015), and it is argued that these categories can be productively used when studying the belief-systems of individual teachers or professional communities. Finally, the study draws attention to metaphor as a vital (though not widely used) tool for exploring teacher beliefs, and it explains why the elicitation of metaphors should be followed by joint reflective discussion in language teacher education. References Kalaja, P. (2015). 'Dreaming is believing': The teaching of foreign languages as envisioned by student teachers. In P. Kalaja, A. M. F. Barcelos, M. Aro, & M. Ruohotie-Lyhty (Eds.), <i>Beliefs, agency and identity in foreign language learning and teaching</i> (pp. 124-146). New York: Palgrave Macmillan. Wan, W., Low, G. D., & Li, M. (2011). From students' and teachers' perspectives: Metaphor analysis of beliefs about EFL teachers' roles. <i>System</i>, 39(3), 403-415.
Keywords	L2 teacher education, L2 teacher beliefs, L2 teacher roles, metaphor analysis
Link (to video from the conference)	https://youtu.be/5N_gL7Oqhok

Group E: L2 comprehension, proficiency, and speech production

Abstract #175

Author	Marie Nader
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Title	Reading comprehension versus listening comprehension: Examining shared and modality-specific processes.
250 word abstract	Comprehension refers to the ability to extract, interpret meaning from linguistic elements, and construct a coherent mental representation of the situation conveyed by the text (Kintsch, 1998). It is theorized that comprehension is a domain-general ability that "transcends modality"

	(Gernsbacher, Varner & Faust, 1990). Moreover, listening comprehension and reading comprehension are often seen as a unitary construct and as interchangeable (Adlof, Catts & Little, 2006; Hogan, Adlof & Alonzo, 2014), that is, when written word identification processes are automatized (Carver, 1997; Oakhill & Cain, 2004). However, although shared processes are solicited during listening comprehension and reading comprehension, input modality is thought to affect the comprehension process (Kintsch & van Dijk, 1978). For heritage language children (HLC), i.e. children who speak or at least understand their heritage language (Valdés, 2001), identifying modality-specific processes is crucial since a large majority of these children presents reading comprehension difficulties (Droop & Verhoeven, 2003), sometimes despite an adequate listening comprehension ability, measured in the same language. Thus, in order a) to examine the relationship between listening and reading comprehension, and b) to explore the contribution of different cognitive and linguistic processes to both modalities, 62 HLC, fifth and sixth graders in French schools, participated in our study. Reading and listening comprehension were measured with similar formats. Additionally, oral and written sentence comprehension (Ecalé, 2007), metasyntactic ability, word and non-word reading and numerical working memory were measured. In light of previous studies, we will present our regression analysis results and discuss theoretical and practical implications drawn from our findings.
Keywords	comprehension, heritage language, memory, metasyntactic ability
Link (to video from the conference)	In-person, video not available

Abstract #91

Author	Mei Xu
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Title	Implementation of a computational model to “steal ideas” from the eye movement for multi-modal bilingual processing
250 word abstract	Modern language learning activities are largely multimedia and multi-modal based. Learners' interactions with different types of audio-visuals and text materials (e.g., massive open online courses, MOOC) are more complex than traditional learning styles. In this study, learners' eye movements were tracked while they were reading and listening L2 sentences. This is a typical within-subjects experimental design, where subjects read textual materials accompanied by audio of the text under four conditions (MORE, MOCO, BICO, and BIRE) and then completed corresponding questions (type I - word recognition; type II - sentence comprehension). Predictor variables were defined using eye-movement measurements for early and late reading process respectively. Linear mixed-effects modeling was employed to fit to capture the associations and differences among variables through the inclusion of random effects, considering subjects and test items variances across experimental conditions. The results of the study revealed that attention to L1 text significantly improved accuracy on L2 sentence comprehension questions. What's more, attention to L1 text lengthened the response time on L2 spoken word recognition task while shortened the response time on L2 comprehension task. The proficiency level of the

	subjects mitigated the interference effect of L1 text on L2 listening. In particular, attention to L1 text had no significant effect on subjects with higher L2 levels, but significantly increased the accuracy of ones with lower L2 levels in both question types (word recognition and reading comprehension). The cognitive mechanism of bilingual activation revealed by eye movement measures were further discussed in this paper.
Keywords	multi-modal learning, eye tracking, linear mixed-effects modeling, sentence processing
Link (to video from the conference)	https://youtu.be/xDDXQGEsOXQ

Abstract #4

Author	Dustin Crowther
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Title	Insight from task complexity on global speech production
250 word abstract	While Munro and Derwing's (1995) dimensions of accentedness and comprehensibility (ease of understanding) have served as influential constructs in second language (L2) pronunciation research, the effect of speaking task on listeners' perception of these dimensions has received limited attention. As listeners' perception is associated with a range of linguistic measures (e.g., Trofimovich & Isaacs, 2012), and given that differences in task demands impact spoken output (Skehan, 2009), I considered the effect of task complexity on listeners' perception of accentedness and comprehensibility. Twenty-nine nonnative-English speakers completed four tasks: a picture narrative, an IELTS-inspired long turn task (hereafter Experiential), a TOEFL-inspired integrative task (hereafter Academic), and a study abroad-themed interaction. The four tasks were placed on a complexity continuum (Experiential -> Interactive -> Picture Narrative -> Academic). Each speaker per task was rated for accentedness and comprehensibility. A hierarchical cluster analysis with accentedness and comprehensibility ratings across tasks as grouping variables revealed a 3-cluster solution (High, Mid, Low). Speakers in the High cluster were perceived as least accented/most comprehensible across tasks and those in the Low cluster most accented/least comprehensible. Speech perceived as less accented and more comprehensible on more complex tasks generally predicted similar perceptions on less complex tasks. The distance in comprehensibility ratings between clusters tended to increase as task complexity increased (e.g., the Mid and Low clusters differed by only .33 on the least complex task, but by 1.58 on the most complex task). This indicates that more cognitively complex tasks may best serve learners in global speech development.
Keywords	Accentedness, Comprehensibility, Pronunciation, Task Complexity

Link (to video from the conference)	In-person, video not available
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Abstract #56

Author	Daphnée Simard
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Title	"Can emotional states predict the relationship between attention and self-repair behavior in L2 speech production?"
250 word abstract	Cognition and emotions have long been shown to interact (Damasio, 1994, 2011; Phelps, 2005). Emotions can be defined as subconscious physiological responses triggered automatically by reactions to internal and external stimuli, which when strong enough allow awareness, creating states of consciousness (see in particular Damasio, 2012; Niedenthal, Barsalou, Ric, & Krauth-Gruber, 2005, Phelps, 2005). Previous research has established that both attention shift (Zuniga & Simard, 2018) and emotions, and specifically anxiety (see for instance, Dewaele & MacIntyre, 2014), interact with various aspects of L2 oral production. However, none of these studies have investigated the relationship that might exist between the three variables. Therefore, the study presented in this paper aims to verify whether a link exists between the quality of oral production, as indicated by self-initiated self-repairs (SISR), i.e., the revisions of speech that speakers themselves initiate and complete (Salonen & Laakso, 2009, p. 859), during a narrative task by adult learners of English as a second language, their attention shift capacity and foreign language classroom anxiety (FLCA). In order to reach our objective, 35 ESL French-speaking adults were subjected to a picture-based narration task, the Trail Making Test (Reitan, 1958) in order to get a measure of attention shift capacity and a short questionnaire, measuring participants FLCA (Dewaele & MacIntyre, 2014). Participants were met individually to collect data. SISR were double-blind coded using Levelt's (1983) scheme. An interrater agreement of .8 was obtained. Data were submitted to correlational analyses. Results show that attention and anxiety manifest a complex relationship with speech production quality as measured by SISR: high attention participants' oral production do not appear to be influenced by language anxiety. This was not the case for low attention participants. We explain these results in light of previous studies.
Keywords	oral production, self-repairs, attention, foreign language anxiety
Link (to video from the conference)	In-person, video not available

Abstract #26

Author	Shahin Nematizadeh
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Title	Investigating Interconnectedness in WTC as a Complex Dynamic System
250 word abstract	The dynamic nature of L2 (Second Language) WTC (Willingness to Communicate) has been recently acknowledged in a number of studies (e.g.,

	Kang, 2005; Pawlak & Mystkowska-Wiertelak, 2015; Yu, 2015), convincing researchers to adopt a Complex Dynamic System (CDS) perspective in exploring this communicative variable (e.g. MacIntyre & Legatto, 2011; Nematizadeh & Wood, 2019; Nematizadeh, 2019; Wood, 2016). The theory of CDSs has four basic properties (de Bot, Lowie, Verspoor, 2007), one of which, and the focus of this study, is the interconnectedness among subsystems. This property mainly involves the interplay amongst parts of a system, like WTC, which may interact and influence one another, bringing about variability in the subsequent dynamic of the system. This exploratory study employed an idiodynamic method (MacIntyre, 2012) to investigate interconnectedness in the formation of L2 WTC during communicative tasks. To this end, 20 participants were given four 3-minute monologic tasks to complete while being video-recorded. Participants viewed their recordings immediately after, rated their WTC moment by moment, and engaged in stimulated recall interviews to explain their WTC changes. The interviews were recorded and coded in NVivo, through which three main categories of interactions, emerged, all characterizing interconnectedness in the ways high/low WTC was shaped during the tasks. The patterns involved interactions between the underlying layers of WTC, including affective, cognitive, and linguistic variables. Findings provide a detailed account of interconnectedness, which is yet another piece of evidence to considering WTC as a complex dynamic system.
Keywords	WTC, Complex dynamic systems, Interconnectedness, Idiodynamic method
Link (to video from the conference)	https://youtu.be/ekdgCaWvbzo

Abstract #46

Author	Kirsten Hummel
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Title	Working memory and L2 proficiency
250 word abstract	Cognitive aptitude variables are increasingly singled out as important contributors to L2 learning success (e.g., Doughty, 2019; Skehan, 2019). The WM framework (Baddeley & Hitch, 1974) has led to investigations about the role of specific aspects of memory in L2 aptitude research. This study examines whether working memory (WM) components, i.e., executive function and phonological short-term memory, are related to L2 proficiency in intermediate-advanced L2 learners. WM (executive function) is thought to subserve storage and processing of information while the phonological short-term memory (PSTM) component is responsible for short-term retention of verbal information. WM has been examined for its role in aspects of L2 proficiency, with some studies finding significant links (e.g., Martin & Ellis, 2012; Verhagen & Leseman, 2016). Other studies (e.g., Grey, et al, 2015) have not revealed a direct role for WM in aspects of L2 development. The PSTM component appears to play an important role in L2 development, although some studies (e.g., Hummel, 2009; Serafini & Sanz, 2016) suggest it is primarily associated with L2 skill at lower proficiency, other factors outweighing its role in more advanced learners. As a first step in this longitudinal study, we examined the roles of WM and PSTM in aspects of L2 skill (vocabulary, grammar, reading comprehension)

	in French L1 ESL students. We extend previous research by using multiple tasks: WM measures included composite complex and backward digit span tasks; PSTM measures consisted of nonword repetition and serial recognition tasks. Results revealed only a PSTM measure predicted L2 proficiency in these learners, with particularly high correlations with the grammar subtest
Keywords	working memory, phonological short-term memory, L2 proficiency
Link (to video from the conference)	In-person, video not available

Abstract #74

Author	Estela Garcia Alcaraz
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Title	The metalinguistic abilities of bilinguals and monolinguals with intellectual disabilities: The case of Prader-Willi Syndrome
250 word abstract	Even though bilingualism is encouraged among typically developing (TD) individuals because it leads to certain cognitive and metalinguistic benefits (see Adesope et al. 2010), individuals with intellectual disabilities (IDs), as is the case of Prader-Willi Syndrome (PWS), are being discouraged to become bilinguals under the assumption that learning an L2 will have a negative effect on their L1 development (Paradis et al. 2011). However, the scarce available research on the effects of bilingualism in individuals with IDs does not seem to support this extended practice (Kay-Raining Bird et al. 2016). To address this issue, in this paper we analyze the metalinguistic abilities of eight Catalan-Spanish bilinguals and eight Spanish monolinguals with PWS using a Sentence Judgment Task (SJT) and a Word-Length-Judgement Task (WLJT). In the SJT, following Friesen & Bialystok (2012), participants were presented with 20 experimental items and were asked to indicate whether the sentence was correct or incorrect according to four conditions: grammatically correct-semantically correct, grammatically correct-semantic violation, grammar violation-semantically correct, grammar violation-semantic violation. In the WLJT, participants were presented with 24 two-word pairs and were asked to indicate which of the two words was the longest, according to four conditions: neutral small (both words represent small entities), neutral big (both words represent big entities), congruent (the longest word represents the biggest entity) and incongruent (the longest word represents the smallest entity). Preliminary results show that bilinguals and monolinguals do not differ with respect to their metalinguistic abilities and that, in this linguistic capacity bilingualism does not seem to play a negative role for this population. In the SJT semantic competence is “stronger” than grammatical competence and the participants’ judgements are based on meaning rather than on form. In the WLJT both groups perform almost at ceiling, which evidences that they have a good command of word length.
Keywords	Prader-Willi Syndrome, metalinguistic abilities, linguistic abilities, bilingualism.
Link (to video from the conference)	https://youtu.be/6QXx2dG9GVE

Abstract #67

Author	Juana Liceras
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Title	Subject-Verb code-switching between French and Spanish: does the strong-weak pronoun divide provide evidence for language dominance?
250 word abstract	In spontaneous and experimental code-switching data, switches involving Determiner Phrase (DP) subjects (this student parle japonais/ cet étudiant speaks Japanese) are both produced and accepted by bilinguals from different language pairs while those involving pronominal subjects (she parle japonais / elle speaks Japanese) are seldom found in spontaneous speech and are highly dispreferred regardless of language dominance (Jake 1994; Fernandez Fuertes et al. 2015). This divide has been accounted for by the 'Phonetic Form Interface Condition' (van Gelderen & MacSwan 2008), which is meant to prevent mixed- language complex heads involving a weak pronoun and a verb. However, under the assumption that strong pronouns as the French or Moroccan Arabic strong pronouns in moi dxlt (I went in) or nta tu vas travailler (you go to work) behave like DPs, these sequences would be accepted because the condition would not be violated. Consequently Subject-Verb switches involving French strong pronouns (Lui speaks Japanese) should be accepted. In order to determine whether French-dominant bilinguals assign the same status to DPs and to strong pronouns, and differentiate both from weak pronouns, we have administered an Acceptability Judgements Task and a Forced-Choice Task to three groups of adult bilinguals: ten Heritage Spanish/French dominant, ten L1 French/L2 Spanish and ten L1 Spanish/L2 French. The results from the two tasks reveal that none of the three groups show a preference for strong pronouns over weak pronouns and this is so regardless of whether the participants are French or Spanish dominant (the first two groups versus the third group). We argue that the divide occurs between DPs and pronominal subjects and that more than to a PF condition effect (van Gelderen & Macswan 2008), it may be due to the different status of Nominative Case and Agreement features in these two categories.
Keywords	strong pronouns weak pronouns subject-verb code-switching nominative case assignment PF interface conditions language dominance
Link (to video from the conference)	https://youtu.be/Wb8MUkwuryk

Abstract #120

Author	Nathan Ducker
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Title	Bridging the Gap Between Willingness to Communicate and Learner Talk
250 word abstract	As learner talk is considered to be a key activity in L2 acquisition, instructors and researchers often strive to identify variables that will increase and arouse a learner's willingness to communicate (WTC), eventuating in increased levels of learner talk. While empirical research has identified a range of personality trait-like, environmental, cognitive, and affective factors that promote or restrict WTC, learners are also required to engage a range of competencies to actualize talk. Failure to successfully engage these competencies can lead to a gap between learners' intentions and learners' actions. This gap may lead to situations where high reported WTC is not reflected in high levels of talk, frustrating learners and confusing researchers and educators alike. To investigate this phenomenon, this study used idiodynamic methodology to elicit moment-to-moment ratings of seventeen individuals' classroom WTC, which were then compared to recorded instances of their classroom talk. This data was used to answer 2 questions: (a) What is the relationship between situated moment-to-moment ratings of WTC and observable classroom communication? and (b) What factors impinge or enable the realization of learner talk from aroused situated WTC? The results showed little correlation between learner talk and WTC ratings with 4 groups of interrelated factors—(a) motivational forces, (b) listening-related issues, (c) topic-related issues, and (d) language production issues—impacting the WTC–talk relationship. These factors were organized into a hierarchical heuristic model of WTC–talk realization which, in addition to informing future research, can form the basis of classroom training for increased learner talk.
Keywords	
Link (to video from the conference)	https://youtu.be/muTivSaysi0

Abstract #52

Author	Andrew Johnson
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Title	A Neurocognitive Model of Reading: Implications for Struggling Language Learning Readers
250 word abstract	Understanding how the brain creates meaning with print is necessary for designing effective reading instruction and interventions for struggling second language readers. Two common theoretical models of reading are the phonological processing model and the neurocognitive model. The phonological processing model defines reading as sounding out words. Here, the brain uses only a single cueing system to recognize words during reading (phonological cueing system). This model is severely limited in helping to understand the reading process. The neurocognitive model defines reading as creating meaning with print. Here the brain uses three cueing systems to recognize words during reading (semantic, syntactic, and phonological cueing systems). This model more accurately portrays the reading process. According to this model, knowledge stored in our cortex is used along with the information on the page to create meaning with print. As well, there is almost ten times more information flowing from the cortex to the thalamus than flowing from the page to the thalamus and up to the cortex. This heavy corticothalamic flow supports the use of instruction and interventions for struggling language learning readers that are meaning-based and include activities that develop all three cueing systems. Specific activities and tips for instruction and interventions will be described.
Keywords	Reading, neurocognitive, neuroscience, models of reading, struggling readers, language learning readers, dyslexia, reading instruction
Link (to video from the conference)	https://youtu.be/LV4xppKF15k

Abstract #99

Author	Keltoum Mansouri
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Title	Evidence-informed practice: Listening in English as a foreign language in teachers' and students' cognition and practice
250 word abstract	While research into second language listening is on the increase, over the last decade the interest in research has been in investigating the factors affecting learners' listening ability and how to develop listening proficiency focusing on learners' listening strategies and the crucial role played by metacognition. At the same time, although the teacher potentially plays a crucial role in improving learners' motivation, self-beliefs and performance in relation to listening, it has been argued that language teachers' awareness of research and theory relating to listening is limited and their cognition in relation to listening remains a neglected area. As a result, our understanding of a variable that potentially influences listening pedagogy and outcomes is limited. In response to this gap in research, this paper presents findings from a study that investigates, first, the effects of research-based training on teachers' beliefs about listening in general and their self-efficacy for teaching listening in particular, in addition to their practice; second, the impact of strategy and metacognition-based instruction delivered by those teachers on EFL students' listening proficiency and self-efficacy beliefs; and lastly the relationship between teachers' and learners' listening self-efficacy beliefs. The study was conducted in two English language departments in Algerian universities involving teachers and students. Data were collected quantitatively and qualitatively from the participants twice. The research tools included questionnaires and interviews for all the participants, besides a listening proficiency test and vocabulary test for the students. The presentation will conclude with its findings and implications for pedagogy and theory.
Keywords	Language teacher/ learner self-efficacy beliefs, listening strategy-instruction and metacognition, evidence-based practice. English as a foreign language
Link (to video from the conference)	https://youtu.be/f-m0njtxhaA

Abstract #188

Author	Yuhang Hu
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Title	A meta-analysis of extraversion/introversion and L2 achievement
250 word abstract	In the field of second language acquisition (SLA), one personality dimension, extraversion-introversion, has received the most attention in SLA research (Daele et al., 2007). This is in part probably due to the encouragement by Dewaele and Furnham

	(1999) on extraversion, but also in part because this is an intuitively appealing factor when considering language learning. Most people would agree that extroverts are better language learners since they tend to be sociable and thus are able to take full advantage of opportunities to practice the language (Daele et al., 2006). However, the initial research findings were counter-intuitive and indicated that extraversion might not predict success in second language learning (e.g. Ehrman & Oxford, 1995; Carell et al., 1996). Dewaele and Furnham (1999) argued that the lack of significant findings of the relationships between extraversion and language achievements was the result of not distinguishing properly between the written and oral criteria in the language outputs assessments. This argument was subsequently substantiated in the results of several studies that successfully revealed the relationships between extraversion and oral productions (e.g. Daele et al, 2006; Liang & Nelson, 2018). To answer these lingering controversies, this study aims to firstly meta-analyze the relationships between the extraversion/introversion dichotomy and second language achievement. By using the meta-analyze technique, the present study will combine and integrate the results from existing primary studies and the following two research questions will be pursued: (1) what is the direction and size between extraversion/introversion and second language achievement? and (2) how do different language achievement measures, educational levels, learning context, age, etc. moderate the relationship? It is also expected that this study would make the SLA community re-build their confidence into investigating the role of personality traits in second language learning, a field which still has a great potential to advance L2 knowledge.
Keywords	Personality trait; extraversion; introversion; L2 achievement
Link (to video from the conference)	In-person, video not available

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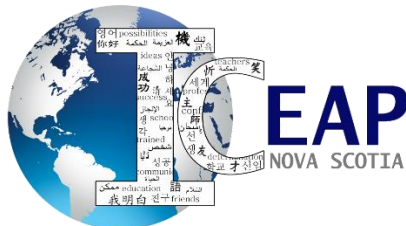
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