



Language Variation
& Pedagogy



Native-speakerism



Decolonisation &
Demarginalisation



Linguistic diversity &
Power



SYMPOSIUM

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Questioning Language Teaching Orthodoxy in Higher Education



#QLTOinHE

28 JUNE 2023

Maurice Keyworth Building - University of Leeds

PROGRAMME

09:00 – 09:30
Room 1.31

Registration

09:30 – 09:45
Room 1.33

Welcome

**Professor Melanie Prideaux - Pro Dean for Student Education,
Faculty of Arts, Humanities & Cultures**

09:45 – 10:30
Room 1.33

Symposium Plenary

Dr Martin Dewey – King's College London

Promoting critical engagement with normativity and perception bias in language teacher education

10:35 – 11:50

Parallel Sessions and Q&A **Theme: Language Variation and Pedagogy**

Room 1.33

Saussan Khalil - University of Cambridge

Teaching Arabic using the integrated approach at the University of Cambridge

José Peixoto Coelho de Souza and Leonie Gaiser - University of Manchester

Português ou Brasileiro? – Exploring language variation and identity in the HE Portuguese classroom

Ya-chun Liu - University of Leeds

'I do not exist in your language': Taiwanese Mandarin, marginality and spaces of openness - *(not recorded)*

Room 1.32

Antonio Marcio da Silva - University of Essex

Teaching Linguistic Variation and Culture through New Media: Instagram, YouTube, and Memes

Sascha Stollhans - University of Leeds

Sociolinguistic variation in language teaching and learning: the case of German in UK secondary and higher education

Géraldine Crahay - Durham University

A non-essentialist approach to teaching grammatical rules in French

11:50 – 12:00
Room 1.31

Tea & Coffee

12:05 – 13:20

Parallel Sessions and Q&A
Theme: Demarginalisation

Room 1.33

Becky Muradás-Taylor and Rachel Wicaksono - University of Leeds/York St John University

Designing and managing language degree programmes at a widening participation university

Deak Kirkham - University of Leeds

A roadmap for the wider teaching of Welsh in HE in England

Eman Sudik Ismael - King's College London

Does the Arabic writing system or Romanisation have an Impact on students' learning language skills and motivation to learn Arabic? - *(not recorded)*

Room 1.32

Theme: Linguistic Diversity and Power

Stefan Kesting - Leeds University Business School

Contrasting Habermas's ideal speech situation and academic use of language – an exercise of introspective observation of several decades of using English as a Lingua Franca

Clare Wright - University of Leeds

Diversity in learning, diversity in teaching

Claire Hiscock - University of the Arts London

The Language of Power or the Power of Language

13:20 – 14:20

Room 1.31

LUNCH

14:20 – 14:30

Room 1.33

Introduction to Leeds Language Scholar Journal

14:30 – 15:00

Room 1.33

Roundtable Discussion

15:00 – 16:00

Room 1.33

Theme: Native-Speakerism and Q&A

Kashmir Kaur - University of Leeds and Natalia Fedorova - University of Coimbra (Portugal)

Cross border student attitudes towards native-speakerism

Zehui Yang – Faculty of Education, University of Cambridge

Decolonising non-native English-speaking teachers' teaching perceptions through an identity-based intervention: Challenge native-speakerism and promote EIL awareness

Inmaculada Pineda - Universidad de Malaga (Spain)/ King's College London (UK)

Computer mediated exposure of ELT trainees to native-speakerism following an ELF perspective

16:00 – 16:15
Room 1.31

Tea & Coffee

16:15 – 17:15
Room 1.33

Theme: Decolonisation and Q&A

Octavia Harris - Nottingham Trent University

Decolonising Business English through Botswanan socio-cultural factors on a University Language Programme

Kelly Mayjonade-Christy, Ariane Demeure-Ahearne and Margaux Whiskin - University of Warwick

Decolonising the curriculum in French language teaching

Sami Alhasnawi - University of Al-Qadisiyah-Iraq

Denationalizing English in Academia: A Critical Ecolinguistics Approach

17:15 – 17:45
Room 1.33

Roundtable Discussion

17:45 – 18:00
Room 1.33

Close of Proceedings

ABSTRACTS

Symposium Plenary: Dr Martin Dewey – King's College London

Promoting critical engagement with normativity and perception bias in language teacher education

The extensive globalization of English and English language teaching requires us to engage in some critical rethinking of established practices in language pedagogy, most especially with regard to the way we conceptualize language competence among learners and knowledge about language among practising teachers. The global reach of the English language and its role as a lingua franca have led to some well researched developments in the way English is used to communicate in language contact situations. In this paper I re-examine the impact of these developments for English language teachers and teacher educators. My objective is to explore how we might move beyond current conceptualizations to implement change in practice, in my view only achievable through promoting greater critical awareness so that we may challenge the normativity and biases that underpin language (in) education.

In this light, I see language teacher education as central in exposing language teachers to the changing nature of English, and in promoting critical reflection on existing beliefs and norms in language pedagogy. My paper examines the value of incorporating a Global Englishes/transcultural perspective by means of developing critical thinking practitioners, by directing criticality towards the language syllabus, current materials, and conceptualizations of professional knowledge in the language classroom. Through analysis of online surveys, semi-structured interviews and focus groups conducted with language teachers and language teacher trainers, I will discuss how conceptions of English are developing as the English language and professional practices evolve. Ultimately, I aim to answer the following question: As English changes, how do ELT practitioners' awareness of language and knowledge about language (need to) change?

Saussan Khalil - University of Cambridge

Teaching Arabic using the integrated approach at the University of Cambridge

The Arabic language is a diglossic language (Ferguson, 1959), meaning its written and spoken forms vary greatly. The written form has traditionally been the standard, codified form and is not the natural spoken dialect of any Arabic speaking community, whilst the numerous spoken forms remain uncoded with great variation between them.

The teaching of Arabic as a foreign language in higher education has traditionally been dominated by teaching the standard, written form, whilst affording little attention to the spoken varieties (Dickins & Watson, 2006). However, studies consistently show conversing in Arabic to be a main aim for learners, which requires them to learn a spoken variety. In order to address this imbalance and cater more closely to student aims, new approaches such as the integrated approach (Younes, 2006) have emerged. At the University of Cambridge we follow one such integrated approach teaching Modern Standard Arabic (MSA) and a spoken dialect from day one, from ab initio level.

Our current curriculum is our own, made in house through years of dedicated research and practice. We currently teach MSA and Egyptian Colloquial Arabic (ECA), using MSA to teach primarily written skills (reading and writing) and ECA to teach primarily spoken skills (speaking and listening). Our approach is built on two foundations, that the native Arabic speaker uses translanguaging to navigate MSA and their spoken dialect (Garcia & Wei, 2014; Khalil, 2022) and that the Arabic language is one language with distinct variations in its phonology, lexicon and grammar (Khalil, 2022).

Student feedback is extremely positive, stating they find this approach to be well-structured and organised, and useful for their language learning. Students are particularly pleased to have a solid grounding in a spoken dialect during their year abroad (a compulsory part of the Arabic tripos at Cambridge), as well as mastery of MSA alongside it.

References:

- Dickins, J. and Watson, J. 2006. Arabic Teaching in Britain and Ireland. In: Wahba, K. M., Taha, Z. A., and England, L. eds. *Handbook for Arabic Language Teaching Professionals in the 21st Century*. (pp. 107-114) Mahwah, New Jersey: Lawrence Erlbaum Associates
- Ferguson, C. 1959. Diglossia. *Word*, 15, 325-340. New York: Linguistic Circle of New York.
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- Khalil, S. 2022. *Arabic Writing in the Digital Age*. London: Routledge.
- Younes, M. 2006. Integrating the Colloquial with Fuṣḥā in the Arabic-as-a-Foreign-Language Classroom. In: Wahba, K. M., Taha, Z. A., and England, L. eds. *Handbook for Arabic Language Teaching Professionals in the 21st Century*. Mahwah, New Jersey: Lawrence Erlbaum Associates. pp. 157-166.

José Peixoto Coelho de Souza and Leonie Gaiser - University of Manchester

Português ou Brasileiro? – Exploring language variation and identity in the HE Portuguese classroom

There has been a growing interest in the interplay between language and identity in language teaching, both with regards to multilingual learner/teacher identities and aspects of identity associated with the TL (Norton & De Costa, 2018; Gallardo, 2019). Yet, too little attention has been paid to notions of identity in the context of pluricentric language teaching and learning, and there is a scarcity of teaching materials allowing learners to explore such complexities. This is however crucial, given the increasing acknowledgement that language variation must not be banned from the language classroom (Stollhans, 2020; Council of Europe, 2001, 2020).

In this talk, we present and analyse a pedagogical approach to integrating linguistic variation and its interplay with identity in language education. We draw on a set of teaching materials developed by the first author in the context of advanced-level Portuguese classes for fourth-year Undergraduate students at a UK University. The learning unit is based on a multimodal approach that draws on diatopic variation of European and Brazilian Portuguese, designed to encourage students to explore how - intentional or unintentional - uses of specific linguistic resources relate to aspects of identity. Raising awareness of differences between the varieties, the materials invite learners to position themselves and others regarding European and Brazilian Portuguese and commonly held stereotypes associated with these varieties. Furthermore, the activities allow learners to reflect on and challenge notions of 'correctness', and 'language' versus 'dialect'. In so doing, linguistic variation is treated as an element of understanding identities, which creates an opportunity for students to explore their own dynamically developing TL-speaker identities. We conclude that the dialect continuum is about linguistic variation as much as it is about negotiations of identity, and we argue for an integration of both, in their interplay, in language teaching in HE settings.

Ya-chun Liu - University of Leeds

'I do not exist in your language': Taiwanese Mandarin, marginality, and pedagogy of resistance

This paper draws on my own experience of teaching Mandarin to argue for the strategic position that marginalised language variants may hold in relation to their 'standard' counterparts in language teaching. It is based on my own pedagogical reflection on being a Taiwanese lecturer teaching Mandarin at the University of Leeds, with references to existing ideological debates concerning the authenticity of Taiwanese Mandarin. My discussion will start by negotiating a distinct Taiwanese identity against the backdrop of Taiwan's colonial complexities and addressing the linguistic implications. Language ideological debates about scripts, accents and lexis that have contributed to the current centre-periphery relation between Putonghua (mainland Mandarin) and Guoyu (Taiwanese Mandarin) will then be introduced. Such debates have inevitably resulted in the marginality of Taiwanese Mandarin and posed challenges to my own teaching practice. As these debates are closely associated with the socio-political realities across the Taiwan

Strait, I argue that teaching Taiwanese Mandarin—for some native Taiwanese, teaching the colonisers' language on the margin—can be an actualisation of pedagogy of resistance. I will use examples of text selection for my language class to illustrate this point. I will conclude by responding to bell hooks' idea that marginality can be 'location of radical openness and possibility', in the hope of envisioning a decolonial approach to Mandarin teaching.

Antonio Marcio da Silva - University of Essex

Teaching Linguistic Variation and Culture through New Media: Instagram, YouTube, and Memes

Language teaching during the COVID-19 pandemic has necessitated the use of new technologies and the abundance of authentic materials available on social media platforms has made it possible to access contemporary and culturally relevant content for language learners. This presentation will explore the ways in which Instagram, YouTube, and memes can be used to teach linguistic variation and culture in the context of teaching Portuguese as an Additional Language at the university level. By using a structured approach such as semantic waves, it will argue that instructors can effectively integrate these materials into their lessons and help learners develop their linguistic and cultural competencies.

The presentation will first introduce the concept of semantic waves and its importance in language teaching. It will then discuss the advantages of using Instagram, YouTube, and memes as tools for language instruction. This framework helps instructors plan lessons and activities that build on learners' existing knowledge and facilitate the acquisition of new linguistic and cultural information. Examples of how this approach has been used in the teaching of Portuguese as an Additional Language will be presented, along with the specific Instagram, YouTube, and meme materials that have been used.

The presentation will also discuss the challenges of using new media materials in language teaching, such as the need for careful selection and curation of materials and the potential for cultural misunderstandings. Strategies for addressing these challenges will be presented, including the importance of providing context and scaffolding to support learners' comprehension and interpretation of materials.

Sascha Stollhans - University of Leeds

Sociolinguistic variation in language teaching and learning: the case of German in UK secondary and higher education

In this paper, I will use the teaching of German in UK secondary and higher education as a case study to illustrate three points: 1) despite being a pluricentric language, teaching and learning materials tend to draw on a politically and historically dominant standard variety, in this case the standard German of Germany (as opposed to e. g. Austrian or Swiss Standard German) (Stollhans 2020); 2) there is a focus on 'conceptually' written registers in language teaching (Durrell 2017) and not enough attention is given to spoken language varieties; 3) teacher and learner attitudes towards 'non-standard' forms vary widely on a spectrum between two extremes: the desire to sound 'authentic' and like an L1 speaker on the one end, and the pressure to adhere to normative rules on the other end (e. g. Bohm, Scott & Stollhans 2014; Scott 2015; Stollhans 2015; Durrell 2017).

In pointing out these aspects, I will also argue that the idea of the 'native speaker' and the dichotomy between 'native speaker' and learner varieties is not just ideologically problematic, but also pedagogically unhelpful.

The paper will conclude by making constructive research-informed suggestions for the inclusion of sociolinguistic variation to enrich language teaching and learning.

Géraldine Crahay - Durham University

A non-essentialist approach to teaching grammatical rules in French

The rules of past participle agreement in French are one of the main learning difficulties for both native speakers and learners of French. Resulting of grammatical experimentations in the past centuries, they are famously complex. Reference books are full of rules, exceptions and counter-exceptions. To be able to master these rules, one must display a deep understanding of French syntax (such as distinguishing between the subject, the direct object and the indirect object) along with the fine nuances of the language (for instance, whether a verb is used literally or figuratively). And yet, language purists often claim that one just has to learn the rules to write correctly and are opposed to any attempt to reform them in adapting them to common usage.

Accordingly, the question for a French teacher is: How to teach the rules of past participle agreement knowing that they do not make sense? In this paper, I present a critical and reflective approach to teaching these rules. For a post-A-level, credit-bearing French module for non-specialist learners in a British University, I design a grammar lesson in three parts. The first part consists of learning and practising the traditional rules through videos, tables and exercises; it aims to familiarise learners with them and highlight their complexity. The second part introduces alternative rules recommended by linguists through an article and exercises. Finally, learners stage a debate in which they perform different roles (linguist, academician, student, etc.) and discuss whether these rules should be abolished. Non-essentialist language teaching, I argue, not only facilitates retention but mostly gives learners agency. Rather than passively memorising meaningless rules, they engage with grammar, discover that languages are the result of arbitrary choices and policies, and realise that any speaker can help shape a language.

Becky Muradás-Taylor and Rachel Wicaksono - University of Leeds/York St John University

Designing and managing language degree programmes at a widening participation university

Levels of enrolment on language degree programmes are of concern in majority English-speaking countries (Brown & Caruso, 2016). English universities with below-average entry tariffs, and students from less privileged socioeconomic backgrounds, generally do not offer languages to degree level, excluding people from studying languages at university (Muradás-Taylor, 2023). Yet existing research on curriculum design (e.g., Macalister & Nation, 2014; Mickan & Wallace, 2020; Nation and Macalister, 2010; O'Neill, 2015) does not address declining student numbers and unsustainable courses.

In this talk we reflect on our approach – in our roles as Head of School and previous Subject Director – to designing and managing a language programme at York St John University, a small widening participation university. In 2017, 37 different language degree programmes were offered. However, only 52 first years entered across these programmes, making the average programme size 1.4 students. This caused an unsustainable burden on timetabling, module choices, marketing, quality assurance, academic leads and the languages and linguistics admin team, and negatively impacted the student experience. We replaced the 37 programmes with just 5: British Sign Language, Deaf Studies and Linguistics; Japanese, Intercultural Communication and Linguistics; Japanese, TESOL and Linguistics; Korean, Intercultural Communication and Linguistics and Korean, TESOL and Linguistics. This led to an increased intake of first year undergraduate students from 52 in 2017 to 165 in 2021, with the additional income allowing for the recruitment of five new members of academic staff. Crucially, the new programmes are easy to administer, making them more sustainable and improving the student experience.

We reflect on our approach – which we summarise as 'work out what we do well, do only that, tell people about it' – and the contribution we aim to make to research on the design of sustainable and attractive language degree programmes.

Deak Kirkham - University of Leeds

A roadmap for the wider teaching of Welsh in HE in England

Cymraeg (Welsh), an official language of the UK within Cymru (Wales), is the sole language of the six extant Celtic languages to be classified by UNESCO as Vulnerable; the other five are Endangered to a greater or lesser degree (UNESCO 2010). This relatively privileged status within its immediate language family belies the fact that the number of speakers fell in the 20th century from just under a million speakers in the early 20th century to around half a million (Llywodraeth Cymru 2017, p.20). Hoping to reverse this trend, the Welsh Government has published an ambitious strategy (Llywodraeth Cymru 2017) which focusses on a suite of initiatives within Cymru, which would build upon the already substantial linguistic infrastructure that the language enjoys.

Despite the importance of Cymraeg within the UK both as a minority language and as a descendant of the historic Celtic languages, the language is rarely taught outside of Cymru in UK Higher Education (HE) contexts such as University Languages for All (LfA)-type programmes. This presentation problematises this state-of-affairs proposing as a possible response a three-point roadmap for potentially increasing the presence of Cymraeg as a HE language of study specifically within England: collaboration across teaching centres; wholly online learning; partially peer-peer pedagogy. Each point in the roadmap questions an orthodoxy or orthopraxis in language teaching. An additional unorthodoxy can be seen in that the roadmap deviates from Fishman's (1991, 2001) sequential, eight-step process for language revitalisation. While not free of logistical and other challenges, the roadmap speaks to the greater involvement of UK - specifically English - HE in the learning and teaching of Cymraeg and ways in which HE might support other teaching-and-learning initiatives. The presentation concludes with an extension to Kernewek (Cornish) and the constructed language Esperanto - and by implication other languages - in terms of the roadmap suggested.

Eman Sudik Ismael - King's College London

Does the Arabic writing system or Romanisation have an Impact on students' learning language skills and motivation to learn Arabic?

Recently, people have started using Romanisation as a process of transforming the written form of a language to the Latin/Roman characters as an alternative to the Arabic Script. It involves converting a word from one written script to another based on the phonetics of the initial word. Romanisation of Arabic is being used everywhere, for example in mobile phone messaging, blogs and social media. Such as ASCII-ization (Palfreyman and Al Khalil, 2003) and Arabizi (Yaghan, 2008) etc. The Arabic language has been classified as one of the most difficult languages in the world, therefore, some teachers and books use romanisation beside the Arabic script to aid in learning Arabic and it can speed up the learning process and help the students to communicate easily. However, there were no available study investigating the impact of learning the Arabic script vs romanisation on students' motivation and learning progress.

The main aim of the study was to explore the learners' opinions in learning Arabic by using Arabic script, Romanisation or both simultaneously on higher education students in the UK . The study explores the impact of the Arabic script vs romanisation on learning the following language skills: Reading, grammar and pronunciation. Results from this study has shown that most of the learners of Arabic have different reasons to motivate them to learn Arabic. Many students' saw that learning the Arabic script as a source of their motivation and to be able to read books, magazines and stories in Arabic. Majority of the students said they prefer their teachers and them to use the Arabic script. Also, the majority found using script helped them to improve their reading, grammar and pronunciation. My intention with this study was to shed light on the students' opinions on using the Arabic script and Romanisation in the classroom.

Stefan Kesting - Leeds University Business School

Contrasting Habermas's ideal speech situation and academic use of language – an exercise of introspective observation of several decades of using English as a Lingua Franca

Habermas's ideal speech situation assumes a context where there is no power in language use and where only the better argument "wins". So, this presupposes a universal pragmatic application of discourse ethics which should lead to mutual understanding during a fair process of exchanging arguments. Does a university seminar discussion with students fulfil this normative requirement? What happens when some of the participants use English as a foreign language in this academic context? I want to present a critical account of Habermas universal discourse ethics as an ideal model of language use explored and explained by him in his books *Theory of Communicative Action and Facts and Norms*. Then, I want to contrast this normative notion of language use with my concrete experience of working as a German native speaker in three English speaking countries for several decades. Based on my own introspective observation of classroom situations, tutorial appointments and meetings with colleagues experienced while teaching economics and philosophy, practicing pastoral care and administrative work in several universities, I want to critically reflect on the hiatus between Habermas's ideal speech situation and my actual academic practice. The result will be a catalogue of real-world caveats to the practical applicability of Habermas's discourse ethics. However, such a critical account does not undermine the validity and usefulness of this theory as a normative benchmark for our academic practice.

Clare Wright - University of Leeds

Diversity in learning, diversity in teaching

In today's globalised world, real-life communication needs increasingly challenge traditional notions of language learning targets, creating a "tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom" (Kramsch 2014, p. 296). At university level, students often face teaching and assessment expectations which may be based on monolingual prestige varieties of native-speaker norms (Trenkic & Warmington 2019). For international students working in English these hidden biases may seem to diminish the plurilingual knowledge and skills they themselves bring.

This talk highlights the value of rethinking learning and teaching expectations around success in oral interaction, in terms of more dynamic and ethically inclusive models of global language varieties including English, but with reference also to other languages including Chinese, Arabic and French (Schneider 2007, Ortega 2020). From a linguistic perspective, we will consider how to include more variation and diversity in existing models of interactional adequacy (Révész et al. 2016, Wright et al. 2022), particularly in the light of shifting experiences of Study Abroad and growing use of hybrid pedagogies.

We will introduce the concept of "pluriglossic competence" to shape the move away from deficit models of language learning and performance based on native-speaker norms, towards a more equitable and authentic view of plurilingual students' language practices.

References:

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Claire Hiscock - University of the Arts London

The Language of Power or the Power of Language

In British Universities there has been a significant move towards multimedia, interactive modes of text production or 'digital literacies'. This is particularly relevant for Art and Design institutions where the ability to harness the increasing ascendancy of the visual image over that of the written text is seen as a way of empowering students. Lindsay Johns suggests schools combat linguistic exclusion by insisting on proficiency in "proper English". British universities, on the other hand, are expanding the forms of text production that student participation can take. What both views recognise is the power struggle inherent in language use in HE.

I want to look at this struggle differently. As an English teacher, the Art and Design tutors at my university frequently grumble to me that their international students have 'problems with grammar' and that more and 'better' grammar should be taught and students' work corrected for 'grammar mistakes' have come to believe that this means: 'The students are expressing themselves in ways with which I am not familiar, and this makes me uncomfortable. It makes me uncomfortable because their language differs so completely from what I have always been used to and have been taught to accept – without questioning - is what English should be.'

My students' first language is not English. The languages they speak are not, generally, European, yet they are required to join discourse communities that are deeply embedded in the power structures of an English medium, Western-centric institution. We need to analyse language use within these communities to recognise the dynamics of participation and the relationship between language, power and ideology. We need to recognise how power relationships are preserved within communities of practice if we are to understand why tutors find it so challenging to engage with contributions that don't meet their expectations of language.

Kashmir Kaur - University of Leeds and Natalia Fedorova - University of Coimbra (Portugal)

Cross border student attitudes towards native-speakerism

There is much literature on the political and colonial sources of native-speakerism and linguistic imperialism (Phillipson, 1992) and the popularisation and prestige of the Anglophone culture as the 'property' of 'native speakers' (Modiano, 2009), which are strong contributors to the attraction of 'native speaker' (NS) varieties due to the cultural and economic capital they are meant to provide.

This talk aims to reflect on this phenomenon by analysing the study of attitudes towards native-speakerism among students in Portugal and the UK with a particular emphasis on attitudes towards NS and NNS accents including features such as accuracy which included an evaluation of the students' own accents in English and their goals for learning English in terms of acquisition/non-acquisition of a particular variety of English and attitudes towards English as a lingua franca. The talk will present the outcomes of the study.

Overall, it was found that native-speakerism is widespread amongst students learning English. Nevertheless, students in this study appear to show an interest in learning more about English varieties and World Englishes even though they are drawn to and hold the dominant standard - UK and American varieties - as the benchmark of acceptability and aspiration. By arguing that the frequently proposed measures cannot tackle native-speakerism on a truly global scale, this talk takes a critical approach towards the perspectives of eliminating native-speakerism.

References:

Modiano, M. 2009. Inclusive/exclusive? English as a lingua franca in the European Union. *World Englishes*, 28(2), 208–223. <https://doi.org/10.1111/j.1467-971X.2009.01584.x>

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Zehui Yang – Faculty of Education, University of Cambridge

Decolonising non-native English-speaking teachers' teaching perceptions through an identity-based intervention: Challenge native-speakerism and promote EIL awareness

Today, English has ceased to be spoken by only its native speakers but has become a lingua franca among speakers of different first languages. However, in English language teaching (ELT), non-native English-speaking teachers (NNEST) are commonly considered to be less 'legitimate' than native speakers. Native-speakerism has forcibly positioned NNESTs as inferior by negating their linguistic proficiency, cultural knowledge and teaching methodologies. Within such an oppressive environment, NNESTs' identities are mainly socially-constructed and imposed on them, thus are hard to be negotiated. How NNESTs construct their identities under the influence of native-speakerism may therefore shape teachers' well-being, self-perceptions and broader professional development. Therefore, it is imperative to 'decolonise' NNESTs' identities.

In this study, I designed and evaluated an innovative identity-based intervention to facilitate NNESTs to acknowledge native-speakerism, heighten their awareness of EIL teaching and enact agency to resist any degrading labels imposed on them. The programme comprised three sessions which respectively focused on the ideology of native-speakerism, teaching English as an international language (EIL) and enacting agency against native-speakerism in identity construction. This was delivered via a mix of online seminars, discussions and self-reflective tasks. Before and after the intervention, in-depth individual interviews were conducted to understand participants' identities better. Data were collected from the intervention sessions and interviews multiple times across two months. Participants were 12 NNESTs from 12 non-Anglophone countries (e.g., Morocco, the Philippines and Poland). Each participant's data were initially coded and grouped within five different time frames (i.e., pre, one, two, three, post). Then the overarching codes of all participants were analysed thematically during the cross-case analysis to ascertain the patterns of LTI construction.

Findings revealed that NNESTs' identities have been reconstructed against native-speakerism, and their awareness of native-speakerism and EIL have been raised. However, their investment in EIL teaching was not widely witnessed, as standard English (i.e., American or British English) is still the most dominant English in the market. The tension between NNESTs' decolonised self-perceptions and colonised teaching practice resulted in the fluidity and struggles in their LTIs.

Inmaculada Pineda - Universidad de Malaga (Spain)/ King's College London (UK)

Computer mediated exposure of ELT trainees to native-speakerism following an ELF perspective

English has become a global language with growing numbers of users (international and otherwise) increasing every year (Eberhard et al 2021). This sociolinguistic reality has given rise to different responses in ELT to conceive paradigms that address this issue and detach themselves from traditional assumptions regarding linguistic ownership, linguacultural identity and native-speakerism. These new models range from Global English language teaching (Rose et al 2021) to the ELF-aware approach (e.g. Bayyurt & Sifakis 2015; Cavalheiro et al 2022). The teacher training MA program at the University of Málaga was already introducing an ELF perspective in its compulsory Applied Linguistics module. Because of COVID-19 restrictions, this course had to be taught online during the 2020-21 academic year. As part of this digital transition, a number of computer mediated activities were designed to expose trainees to several ELF-related topics including native-speakerism (Holliday 2006).

The current paper describes the process of increasing 75 pre-service teachers' exposure to and reflection about the concept of native-speakerism through several video resources and discussion prompts to guide their reflection on the materials. The study also qualitatively traces how 53 of these trainees discuss the concept in different online forums in relation to their training, their practice and professional opportunities. Results show that the majority of trainees take a critical stance over native-speakerism and they offer personal and academic evidence to validate their views. Some opposing views, more in line with traditional assumptions on linguistic correctness, cultural propriety and ownership are also discussed. Something that was not anticipated is the fact that several trainees discussed the problem of native-speakerism in relation to the teaching of other languages as well, not just English. Furthermore, participants were observed to change their lesson plan design over time to include resources and activities that were more sensitive to ELF.

Octavia Harris - Nottingham Trent University

Decolonising Business English through Botswanan socio-cultural factors on a University Language Programme

Universities in the UK are reviewing the curriculum towards decolonising the curriculum. The focus is to address the power of Eurocentric construction of knowledge and design a balanced curriculum that is diverse and inclusive of a variety of nationalities. One of the ways to decolonise the Business English curriculum is by including non-Eurocentric knowledge of socio-cultural factors. Undergraduate and postgraduate students attended a workshop on product design and socio-cultural factors. The aim was for students to gain knowledge about Botswanan socio-cultural factors: values, beliefs and attitudes that are considered important in product design and to design a product using these socio-cultural factors. A questionnaire and class discussion collected data about students' attitudes towards decolonising the Business English module, what they gained from a knowledge of Botswanan socio-cultural factors in product design and the imbalance in the construction of knowledge between Western and non-Western product design. Findings showed positive and negative attitudes towards decolonising Business English and Westernised product designs take precedence and are preferred. Students felt they gained an understanding of Botswanan socio-cultural factors and how important this is in product design. The conclusion is that by providing non-Eurocentric socio-cultural factors in the Business English module, the power in the construction of knowledge shifts towards a dynamic and decolonised curriculum for students to engage in.

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Kelly Mayjonade-Christy, Ariane Demeure-Ahearne and Margaux Whiskin - University of Warwick

Decolonising the curriculum in French language teaching

This paper will present the different phases in which the French language programme has been decolonising its curriculum at the School of Modern Languages and Cultures at the University of Warwick. The first phase took place in 2021-2022 and was in direct response to pedagogical objectives stated by the University. Using as a model the approach taken in Hispanic Studies, the French language coordinators decentralised the topics, shifting the focus from metropolitan France to the broader francophone world, thus also broadening the range of sources analysed by the students but also the types of spoken and written French they encountered. The second phase was initiated by a discussion at departmental level with non-white students who gave feedback on the changes. Over the summer 2022, the French language coordinators worked with these students to revise the programme for the 2022-2023 academic year.

In this paper retracing the evolution of decolonising the French language curriculum, we will explain the initial approach taken by the coordinators and their tight collaboration to ensure a harmonised progression from first to final year, what the student response was and how the programme was revised in the light of this. We will also discuss the benefits and challenges of student involvement in the language programme design and how we plan on taking this discussion forward in the future.

Sami Alhasnawi - University of Al-Qadisiyah-Iraq

Denationalizing English in Academia: A Critical Ecolinguistics Approach

Factors of globalization have led to a constant rise of English as an academic lingua franca (ELFA) at the tertiary level. This is evidenced in the use of English for research publication purposes (ERPP) and as medium of instruction (EMI) for universities to achieve international visibility and recognition. Research has strongly voiced the need to critically address how the ideologized hierarchical higher education system privileges certain nations (e.g., Anglo-America and Europe) as the hub of universal/delocalized and unquestionable knowledge and education systems, while assigning a peripheral role to others. In line with this, to what extent, how, when, where and to the benefit of whom English participates in epistemic (in-)justice, equity, quality, voice, recognition, hegemony and parochial of knowledge in (non-) Anglophone university settings is still a question that needs further research. This requires serious attention to teachers' beliefs towards Anglicizing academia across their different disciplines in Anglophone and Non-Anglophone university settings. As such, this work embraced a critical eco-linguistics approach to explore university teachers' beliefs around the role(s) of English and the enactment of that in their research and pedagogic practices across their different universities in the UK, Turkey and Iraq. The data comprised interviews, classroom observations and documentary analysis of the teaching materials and language policy documents. With the thematic analysis of the data sets, the use of English to materialize university knowledge was confirmed. However, English was not the only means academicians rely on in their meaning-making and knowledge-construction processes, but rather the data also confirmed the translingual/transmodal features as part and parcel of their relatively shared disciplinary discourses. This, in turn, provides empirical evidence to the importance of broadening our toolkit of analysis in applied linguistics to consider other languages along with the non-linguistic units to help denationalize English in academia.

BIOGRAPHIES

Symposium Plenary: Dr Martin Dewey – King’s College London

Martin Dewey is Reader in Applied Linguistics at King’s College London. Martin’s research focuses on the globalisation of English, exploring the relevance of multilingualism in teacher education and its impact on conceptualising professional knowledge in ELT. He researches attitudes towards multilingualism, language ideologies and critical pedagogy in teacher education and professional development. He is co-author, with Alessia Cogo, of *Analyzing English as a Lingua Franca: A Corpus Driven Investigation* (Continuum 2012) and co-editor, with Jennifer Jenkins and Will Baker, of *Routledge Handbook of English as a Lingua Franca* (Routledge 2018). Martin is Editor-in-chief of *Journal of English as a Lingua Franca*.

Saussan Khalil - University of Cambridge

Dr Saussan Khalil is Senior Teaching Associate in Arabic at the Faculty of Middle Eastern Studies, University of Cambridge, and Founder & Managing Director of Kalamna, a social venture providing Arabic language classes, teacher training and curriculum resources. Saussan is the author of *Arabic Writing in the Digital Age*, and the Kalamna Phonics Toolkit.

José Peixoto Coelho de Souza and Leonie Gaiser - University of Manchester

José Coelho de Souza is a Senior Language Tutor in Portuguese at the University of Manchester. José holds a PhD in Applied Linguistics, and has presented papers, workshops and short courses online and in countries in Europe and the Americas. Among his research interests are Portuguese language teaching and song literacy.

Dr Leonie Gaiser is a Lecturer in Intercultural Communication at the University of Manchester. Her research interests include urban multilingualism, heritage language maintenance, community and identity, and language policy. She has conducted research and (co-)authored a series of publications on linguistic landscapes, supplementary schools and language provisions.

Ya-chun Liu - University of Leeds

Ya-chun Liu is a Lecturer in Chinese at the University of Leeds. Her teaching covers Chinese language and various topics in the Sinophone world, including trauma and memory, history, culture and religion. Ya-chun holds a PhD in literary translation, an MA in comparative literature, and double bachelor degrees in educational psychology and English.

Antonio Marcio da Silva - University of Essex

Dr Antonio Da Silva is the Director of Admissions and Recruitment for Language and Linguistics at the University of Essex. His research centres around new technologies in teaching/learning, the Portuguese language, and cinema. He has published extensively in these areas and is enthusiastic about creating materials for language education.

Sascha Stollhans - University of Leeds

Sascha Stollhans is Associate Professor of Language Pedagogies at the University of Leeds. His academic interests include the role of linguistic variation in language teaching and learning, gender and LGBTQ+ inclusive pedagogies, digital approaches to language education as well as the Scholarship of Teaching and Learning. Sascha co-leads the German strand of the national Linguistics in Modern Foreign Languages Project.

Géraldine Crahay - Durham University

Dr Géraldine Crahay is Lecturer in French at the Centre for Foreign Language Study at Durham University. Her research interests include gender studies, literature and creative writing in language classes, decolonising the French curriculum and teaching grammar critically. Her first monograph, *The Hermaphrodite, the Effete and the Butch: Sexual and Gender Ambiguities in Nineteenth-century French Narratives* (2022) has been published by Peter Lang.

Becky Muradás-Taylor and Rachel Wicaksono - University of Leeds/York St John University

Becky Muradás-Taylor is Professor of Languages and Linguistics and Deputy Head for Programme Design in the School of Languages, Cultures and Societies at the University of Leeds. She was previously Associate Head: Curriculum Development in the School of Education, Language and Psychology at York St John University.

Rachel Wicaksono is Professor of TESOL and Applied Linguistics, and Head of the School of Education, Language and Psychology, at York St John University. She is a Higher Education Academy National Teaching Fellow and member of the British Association for Applied Linguistics Executive Committee.

Deak Kirkham - University of Leeds

Deak Kirkham is a lecturer in EAP who suffers from a long-standing inability to stop learning other languages. With a background in theoretical linguistics and an ongoing interest in the affordances of certain linguistic concepts to language teaching, Deak also maintains an interest in conlangs and in Welsh language policy.

Eman Sudik Ismael - King's College London

Eman Ismael has more than 16 years of teaching experience in both the UK and abroad. In 2017 she completed an MA in Teaching Languages (Arabic), in 2011 she completed a Postgraduate Diploma in Teaching Arabic. She is a Fellow of the Higher Education Academy (HEA). Her research interest is in teaching approaches and classroom interaction.

Stefan Kesting - Leeds University Business School

Dr Stefan Kesting is Lecturer Teaching & Scholarship at LUBS. He taught at Auckland University of Technology, University of Missouri, Kansas City and University of Bremen. Research interests: linguistic turn in economics, central bank communication, ethics & economics, the institutional economics of the gift and Frankfurt School economics.

Clare Wright - University of Leeds

Clare Wright is Associate Professor in Linguistics and Language Teaching at the University of Leeds. Her research focuses on the connections between linguistic, pedagogic and cognitive factors in second language acquisition from a plurilingual variationist perspective, and in different learning contexts such as study abroad, or hybrid learning. Her goal is to use theories of language learning to help make teaching more effective in building communicative abilities and interactional skills in real-world contexts.

Claire Hiscock - University of the Arts London

Claire Hiscock's research interests lie primarily in finding ways to give students who speak English as an additional language a voice within HE. Her recent published work focuses on student voices and the VLE. She has worked in Language teaching and learning at Universities in Italy and Britain for over 30 years and presently teaches at the University of the Arts London.

Kashmir Kaur - University of Leeds and Natalia Fedorova - University of Coimbra (Portugal)

Kashmir Kaur is Associate Professor of English for Academic Purposes at the University of Leeds. Previously, she developed and taught on the Pre-Sessional AEPS PGR programme. Currently, she is collaborating with the School of Earth and Environment and the Institute of Transport with In-Sessional teaching. Research interests include criticality, critical EAP, linguistic imperialism, native-speakerism and decolonising language.

Natalia Fedorova is a Lecturer in English on a BA in Modern Languages programme at the University of Coimbra, Portugal. Previously, she taught EAP at the Language Centre, University of Leeds. Her research interests include EAP learner needs, critical EAP, neoliberalism, linguistic imperialism, native-speakerism, and English as a Lingua Franca.

Zehui Yang – Faculty of Education, University of Cambridge

Zehui Yang is a PhD candidate at the Faculty of Education, University of Cambridge. She received a BA degree in English from Xiamen University and an MPhil degree in Education from the University of Cambridge. Her PhD study focuses on native-speakerism, language teacher identity, identity-based intervention and teacher education.

Inmaculada Pineda - Universidad de Malaga (Spain)/ King's College London (UK)

Inmaculada Pineda is Assistant Professor at the University of Málaga (Spain). She has published on Virtual English as a Lingua Franca; ELF research implications in Teacher Education and ELT, teachers' metalinguistic attitudes; ELF Pedagogy and CLIL/EMI training programs. Her current research interests focus on translingual practice, multimodality and trans-epistemic exchanges.

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Octavia Harris is a Senior Lecturer in EFL who teaches EFL and Business English on the University Language Programme.

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Kelly Mayjonade-Cristy is a Teaching Fellow in French Studies at the University of Warwick. Her role involves planning and teaching French language at first year level, mentoring students' learning, and working alongside language departments (both internally and externally) to promote Warwick's internationalisation programmes. She is currently the Director of the Year Abroad in the School of Modern Languages and Cultures. She is passionate about driving diversity in both culture and thought, so is always looking at new ways to enhance assessment and teaching methods for students. (K.Mayjonade-Christy@warwick.ac.uk)

Ariane Demeure-Ahearne is an Assistant Professor and the Language Coordinator for French at the School of Modern Languages and Cultures. She has taken a central role in the areas of course design, leadership of the language team and the development of tutors. She has extensive experience of teaching across all the components of our programme and she is also involved in preparing students for their year abroad. (A.H.Y.Demeure-Ahearne@warwick.ac.uk)

Dr Margaux Whiskin is an assistant professor at the University of Warwick where she has been teaching French language and culture since 2013. She has been coordinating the final-year French language programme since 2021 and she is Student Voice lead at the School of Modern Languages and Cultures. .(m.whiskin@warwick.ac.uk)

Sami Alhasnawi - University of Al-Qadisiyah-Iraq

Sami Alhasnawi did his PhD in the University of Southampton/UK. He was also a postdoc fellow in Hacettepe University/ Turkey, and a DAAD research fellow in the University of Potsdam/ Germany. He participated and delivered his research projects in different international conferences across the world and published in academic journals indexed on Web of Science and Scopus.

