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The Oxford Handbook of Cervantes

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In September 2014, I received approval from Oxford University Press to compile and edit the *Oxford Handbook of Cervantes*. *Oxford Handbooks* offer authoritative and up-to-date surveys of original research in a particular subject area. Specially commissioned essays from leading figures in the discipline give critical examinations of the progress and direction of debates, as well as a foundation for future research. *Oxford Handbooks* provide scholars and graduate students with compelling new perspectives upon a wide range of subjects in the humanities and social sciences. For over fifteen years now, my research interests have centred on Spain of the sixteenth and seventeenth centuries, and in particular the works of Miguel de Cervantes Saavedra.

In April 2016, we commemorated the four-hundredth anniversary of his death, and what the Handbook demonstrates is that interest in this wonderful writer worldwide has not waned. Thirty-one contributors from the UK, Ireland, Spain, France, the USA, Canada, and New Zealand are writing topics such as Cervantes's life and biographers, Cervantes the dramatist, Cervantes the poet, Cervantes the novelist, his sources, influences and contemporaries, and reception. Of course, there is a whole section on his immortal novel *El ingenioso hidalgo don Quijote de la Mancha*, published in two parts in 1605 and 1615.

In addition to editing and writing the introduction, I am also contributing a chapter of my own. Cervantes's works are littered with titles of other works that he had written but that are now lost. Moreover, a number of plays, poems and novels have been attributed to him in the past. My study looks at the attributions and lost works by Cervantes to determine what else this genius of a writer might have left us. I will be presenting this study at the Golden Age Symposium, University College Cork, Ireland, in November of this year.

My interest in this area stems from two articles that I wrote, one in 2010 and one in 2013, on a play discovered about twenty years ago that was attributed to Cervantes. I developed a tailor-made theory of authorial attribution for this unpublished manuscript that is housed in the library of the Royal Palace in Madrid, and due in part to my study the play is now widely accepted as coming from the mind of the man who gave us *Don Quijote*.

Editing such a large volume is time consuming and requires a great deal of concentration, but it is exciting to read the words of so many famous scholars before anyone else. The volume should be published by the end of 2017.

Reformulation and fluency level in second language speakers

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Despite extensive, often decades-long speaking practice, adult production of speech, especially when longer stretches of discourse are required, is far from a seamless exercise. The speech of both L1 and (to a greater extent) L2 users is punctuated with pauses, fillers, hesitations, repetitions, reformulations and errors. Yet, while disfluencies and deviations from

the original speech plan may prove stressful to the person producing an utterance, and a nuisance to any listener, to a psycholinguist they are a useful source of information. Each provides a clue to the internal state of the speaker and each warrants analysis in its own right. Although there is no unanimous view on the mental processes that they reflect, reformulations, ie a speaker's revision of an utterance in real time, have emerged as a separate group of disfluencies in the psycholinguistic literature. For the psycholinguist, their importance lies in their significance as a window on monitoring, which is generally understood to facilitate second language acquisition.

As well as the theoretical implications the study of reformulation types has for cognition, they are also of interest for more practical reasons: they appear to be associated with fluency level, listeners have been shown to be sensitive to one kind more than another, and, a related point, certain of their features are reflected in the descriptors for public speaking examinations such as IELTS. An additional indicator of the contribution of reformulations to judgements of fluency lies in their possible inclusion of pauses. Silent pauses that interrupt the flow of speech at mid-clause junctures appear to have a negative effect on listeners and the incidence of silent pauses within reformulations might similarly be expected to compromise communication. Like reformulation itself, pause length is thought to reflect the monitoring process (Kormos 2000) and may contribute to observed timing differences between repair types. It therefore becomes critical to gauge the diagnostic potential of speakers' reformulations regarding planning efficiency (and hence working memory resources), the potential state of inhibitory mechanisms, and fluency level.

The central aim of the study is to analyse L2 speakers' reformulations as false starts or self-corrections, and the silent pauses they might contain, and to confirm whether the two kinds of reformulation are associated with fluency level. We use the term *correction* for the sort of etic repair intended by speakers to put right some perceived transgression of a linguistic norm, for which the preferred psycholinguistic term is *error-repair*; and *false start* for the sort of emic repair intended by speakers to revise some ill-expressed version of their intended message, for which the preferred psycholinguistic term is *appropriacy-repair*. See Table 2 for definitions and examples, taken from our data.

Table 2. Definitions and examples of synonymous terms used in the study

Term	Definition	Example
self-correction / error repair	the attempted replacement of perceived non-standard output (e.g. of syntax, lexis or pronunciation) with a form that a fluent speaker would recognise as standard	it was happened er ... i ... it happened in my bathroom
false start / appropriacy repair	the abandonment of an utterance followed by its immediate revision with the intention of improving coherence	every moment i(s) yeah ... the perception of every moment is individual

The study remedies previous limitations by including a larger sample (n=82) with a variety of first languages (n=19). In addition, the analysis of silent pauses within reformulations introduces a new element, especially when combined with reformulation types and fluency level.

Hypotheses:

- The production of false starts and self-corrections and any silent pauses they contain is unrelated to fluency level.
- Silent pauses are longer and more numerous in false starts than in self-corrections.

Findings will offer insights into the developmental trajectories of learners, provide assurance that the high stakes judgements based on public speaking exams reflect valid measures of fluency, and have implications for second language teaching and learning.

Reference

Kormos, J. (2000). The timing of self-repairs in second language speech production. *Studies in Second Language Acquisition*, 22, 145–169.

Developing, Trialing, and Evaluating IELTS Task 1 Writing Self-Study Material for Taiwanese Learners

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Education means business. At least, this appears to increasingly be the case when it comes to international students in British Higher Education Institutions. Recent figures suggest that numbers approaching half a million and rising are studying in the UK alone each year, and that the vast majority of these students are Asian (Higher Education Statistics Agency 2013; UK Council for International Student Affairs 2015). The number of IELTS test-takers in Taiwan is no exception, and students are investing heavily in preparation. Having taught and examined for many years in Taiwan, the need for carefully guided material, especially for Task 1 writing, has become clear, and such material could be of additional autonomous use for students.

The study attempted to identify factors leading to the effective development of IELTS Task 1 self-study writing material for Taiwanese learners, before trialing and evaluating that material with a group of Taiwanese test-takers. Key themes such as washback, learner autonomy in a Chinese cultural and educational setting, writing approaches, and first language influence on writing are examined, as well as a survey of current material used by students. In addition to this, an analysis of 14 Task 1 writing scripts from Taiwanese participants formed the basis for the design of a Task 1 writing self-study workbook. An experimental group trialed the material, and the results of a second script analysis were compared against a control group.

Analysis of the scripts showed some evidence suggesting the effectiveness of the material in improving macro writing features in particular. Evaluation of follow up questionnaires demonstrated positive feedback from participants, notably in terms of the increased level of detail and cognitive awareness the workbook provided them. Contrary to common expectation, a favourable response to autonomous learning due to *the Chinese Imperative* (Chen et al 2005) was also demonstrated.

[Editor's note: the above abstract summarises a dissertation submitted as part of the MA in English Language Teaching in August 2016. Matthew is now a Teaching Fellow in SCLS.]

From our students

An Analysis of Malaysian Students' Engagement in Seminars

Zurina Khairuddin

Summary of PhD research

To date, spoken academic discourse is still under-researched and work on the linguistic features of spoken academic corpora on higher education institutions is limited. Most studies involving higher education institutions have focused on lecture delivery in general as well as specific courses like Engineering (Singh, Narasuman & Thambusamy, 2012; Ummul Khair, Masputeriah & Nesi, 2010; Ummul Khair, Masputeriah, Nesi and Grant, 2010; Wu, 2013; Noor Mala & Ummul Khair, 2009; Koh & Ummul Khair, 2010).

With the exposure towards the English language, UK social and academic culture, I believe that the Malaysian students in the UK might have already adopted and adapted some of this new culture. Besides, having the opportunity to use the language with the locals should affect them linguistically. With this in mind, I am curious to find out whether this exposure and opportunity do make a difference in terms of their use of language or will it still be the same as the students in Malaysia? Hence, this research aims to investigate Malaysian students' engagement in seminars. The data was collected by observing Malaysian students in the classroom, interviewing the students and conducting focus group among the students, both in Malaysia and the UK. It is analysed using qualitative data analysis software, ATLAS.ti. The data analysis is in progress and early analysis of the data revealed that most Malaysian students in the UK preferred to sit with other Malaysian students.

The results are hopefully significant to the understanding of the Malaysian students' engagement with spoken academic discourse and identifying their use of language as well as the possible issues with the pragmatic usage of it are crucial so that future students coming into the UK and UK academic culture, as international students, could be better prepared linguistically and pragmatically. I also believe that investigating Malaysian students' engagement with spoken academic discourse and their use of language could create future research opportunities to further understand the language usage, probably with regards to the different elements of linguistics.

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Supervisors: Roberta Piazza and Simon Williams

English as a medium of instruction in France

Alexandra Reynolds

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Summary of PhD research

French education is joining the process described as the ‘internationalisation’ of higher education in Europe¹. On the one hand, the term ‘internationalisation’ implies that the use of English medium instruction in France will help home students to compete in professional and educational domains where English is used as a globalized lingua franca. On the other hand, ‘internationalisation’ has been instrumental to the new make-over of French universities (referred to as ‘*L’attractivité de l’université en France*’² since the passing of the Fioraso law in 2013). The aim being to attract international students to France (whose English is presumed to be better than their French) who could English taught programmes.

This thesis informed by a research project into English as a medium of academic identity in French education. Through the use of questionnaires, interviews, and classroom observations, the narratives of 164 academics working at the science faculties of Nantes University were analysed for how they positioned their professional identities in relation to the use of English for professional purposes (such as writing research papers, presenting at conferences, and teaching in English as a medium of instruction, EMI). In conjunction with her research subject, Alexandra Reynolds created an EMI teacher-trainer programme and received Erasmus funding in 2014 to create the first TOEPAS® (Test of Oral English Proficiency for Academic Staff) testing centre in France.

The study explores how English as a medium of instruction is enacted, reported and imagined by participants involved in French education. It also examines why language competence and language testing have become key issues in the continuing debate concerning the ownership of the English language and whether it is possible for L2 speakers of English to ever identify themselves as being anything other than ‘learners of English’, despite repeated proof of their language expertise.

References

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Supervisors: Jules Winchester and Roberta Piazza

From the *Language and Culture* talks series (October 2016)

English as a Medium of Instruction in Asian Universities: challenges and prospects

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The role of English as a medium of instruction and an academic lingua franca in international universities outside the traditional English-dominant societies of the UK, North America, and Australasia has become increasingly important over the last three decades. This is as true in the universities of Asia as it is in those of Europe. This presentation first considers the motivations

for this increase in EMI programmes and then reviews their development in a selection of universities across East and Southeast Asia. It addresses a number of related questions, including the use of other languages and bilingual practices within EMI programmes and how the 'E' in EMI is being understood – as a native speaker variety of English or as an academic lingua franca. Also questioned is the extent to which the universities that have promoted EMI courses have (or have not) developed appropriate language policies which clearly articulate how English and other languages might most successfully be combined in EMI programmes.

Biopic

Andy Kirkpatrick is a Fellow of the Australian Academy of the Humanities and Professor in the Department of Languages and Linguistics at Griffith University, Brisbane, Australia. He has lived and worked in many countries in East and Southeast Asia, including China, Hong Kong, Malaysia, Myanmar and Singapore. He is the author of *World Englishes: Implications for ELT and International Communication* (CUP) and *English as a Lingua Franca in ASEAN: a multilingual model* (Hong Kong University Press). He is the editor of the *Routledge Handbook of World Englishes*. He is chief editor of the journal and book series *Multilingual Education*, published by Springer, and Director of the Asian Corpus of English (ACE) project (<http://corpus.ied.edu.hk/ace/>).

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