

teachers from three different higher secondary schools were conducted for data collection. An evaluation framework was constructed to determine the textbook's CLT characteristics, assess its pedagogical value and construct the semi-structured interview guides. The findings reveal that listening activities are completely absent from the textbook and a misalignment exists between the textbook, curriculum and assessment. The interview data highlights that this misalignment causes teachers and learners to avoid the communicative activities in the textbook. As a result, the book is meeting learners' short-term needs of passing examinations while ignoring their long-term needs of improving communicative competence which is the goal of the higher secondary ELT programme. Therefore, the study concluded that while the CLT approach can be enacted in a textbook, the effectiveness of doing so can be seriously compromised where misalignment is present among the curriculum, textbook and assessment system.

Hang Lu - Stratified 'Nation-builders': Urban and Rural Secondary School Students in English Language Education in Modern China

In this paper, I focus on how English language education (ELE) policies in mainland China have been long implicated with discourses of nationalism and then influence rural and urban ELE students in practice. Drawing on a five-month ethnography in a rural and an urban junior secondary school, I divide my analysis into two parts. First, I analyse how ELE policies constitute the discursive construction of Chinese nation-builders since 1978. I identify two images of nation-builders for China's development in the neoliberal global market, that is, guardians/communicators of Chinese culture and global talents. Second, I trace the process in which different alignments with the two images of nation-builders are enacted and negotiated by rural and urban students in ELE practices. The analysis shows that urban students tend to imagine themselves as global talents contributing to the international competitiveness of both themselves and China via English learning. Meanwhile, rural students position themselves with the image of guardians/communicators, believing that learning English to increase their socioeconomic position within their local cultural community makes the same contribution to the country as urban students. Adopting Foucault's (1988) notion of subjectivity, I argue that the ELE subjectivities of both rural and urban students formulated under the policies manifest the linkage between individual nationalist positionings and the collective interests of all. However, this linkage is anchored in the neoliberal conditions of modern China characterized by the disparities between rural and urban regions. Under such conditions, ELE facilitates the global mobility of urban students via enhancing their linguistic capital, whereas for rural students, ELE contributes to rationalisation of the long-standing immobility faced by them. With this analysis, I argue that rather than mitigate it by nationalism as intended, the ELE policies (re)produce the neoliberal stratification between rural and urban students in China.

Hitoshi Nishizawa - Effective practice of extensive reading for elementary EFL learners

This poster presents an effective practice of extensive reading (ER) on Japanese elementary EFL learners, who had strong habit of word-for-word translation and could not read long English texts even if they knew almost all the words in the texts. Increased vocabulary did not help them to start reading long texts.

A seven-year long ER program changed the situation and improved elementary EFL learners' language proficiency from CEFR A1 or lower levels to B1 level, which was measured by the TOEIC. Other than the long duration, easy-to-read English books such as picture books and starter-level graded readers were essential for the learners, which were believed to stop the learners' translation habit and thus provided them with comprehensible inputs. After the learners changed the reading style, they could enjoy their readings and improve reading and listening fluency through ER.

However, younger students' language proficiency was difficult to be measured by the TOEIC possibly because the test scores were not sensible to the proficiency. We introduced a dictation test and a reading comprehension test as the alternative tests. Those alternative tests could measure the improvement of younger students and used to guide them through the ER program.

Listening while reading was found to be an effective method to improve language fluency of elementary level EFL learners, by transforming the students' reading style from word-for-word translation to direct comprehension from English texts.

James Sumner - Navigating the normative terrain of the internationalised Higher Education environment: examining the sense-making mechanisms of the international student and tutor

Knight's (2015, p2) frequently cited definition of internationalisation as that of "the process of integrating an international intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" promotes a framework in which the culture of teaching and learning is conducive to the different backgrounds of the students and academics comprising this environment. However, it can be argued that this culture continues to be biased towards that of a traditionally hegemonic Westernised approach to teaching and learning, in particular those of Anglophone countries. Within this framing, international students who are unfamiliar with the accepted normative patterns constituting that approach are expected to adhere to these norms as they study, lest they be viewed as deficient. One effect of this is that discrepancies may emerge between the competencies and expectations which these students possess and the practices they are required to undertake or interpret in their interactions. Such discrepancies make it necessary for these individuals to engage in extra-ordinary sense-making of the normative patterns or "rules" constituting these interactions in the individual spaces in which they occur. Adopting an ethnomethodologically-informed approach, this research highlights the tensions which emerge within these spaces as well as the ways the students and their tutors respond to those challenges as they interact within them. Interviews with post-graduate international students and tutors were conducted at a UK university from which themes constituting their sense-making were generated. Results show that a beneficial environment of local normative spaces of teaching and learning are compromised by the historical requirements for student and teacher-related behaviour and resources to index higher translocal normative expectations. Such tensions underscore the implications for the different academic stakeholders which will also be discussed.

Jennifer Jordan, Gavin Brooks - Vocabulary and Multi-Word Expressions Usage Across Different Modes of Production: A Large-scale Corpus Analysis

Research has long acknowledged the importance of vocabulary and multi-word expressions (MWE) for university-level students (e.g. Laufer & Nation, 1995; Reugg et al., 2011; Treffers-Daller et al., 2018). Researchers have detailed the relationship between vocabulary use and proficiency levels (Clenton et al., 2020; Treffers-Daller & Korybski, 2015) and how lexical diversity (Treffers-Daller et al., 2018) lexical sophistication (Higginbotham & Reid, 2018), and MWE use (Bestgen & Granger, 2014) can have a positive relationship on the grade learners receive. However, previous research projects have focused on either spoken (e.g. Garner & Crossley, 2018; Qi & Ding, 2011) or written (e.g. Bestgen & Granger, 2014; Siyanova-Chanturia & Spina, 2019) texts. To date, few large-scale projects have compared different modes of production.

This presentation will detail the development and use of a large-scale longitudinal learner corpus consisting of texts collected from first-year Japanese university L2 English learners (n = 500) at multiple points of time and across different modes of production: academic writing, academic presentations, and academic discussions. The three sub-corpora were analyzed for lexical diversity using MTLD (McCarthy & Jarvis, 2010) and for lexical sophistication following the technique used by Crossley et al. (2013). Finally, the participants' use of MWEs was tracked over time.

The results of a regression analysis showed the only significant relationship between lexical diversity ($p = 0.046$) and sophistication ($p = 0.014$) and proficiency, as measured by the participants' TOEFL scores, was with the academic discussions. These results indicate that simply learning new vocabulary or lexical phrases may not be sufficient for learners to use them; L2 English speakers need to be taught to use vocabulary and MWEs correctly across different modes of production.