

Future Directions in Applied Linguistics

Future Directions in Applied Linguistics:
Local and Global Perspectives

Edited by

Christina Gitsaki
and Richard B. Baldauf Jr.

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P U B L I S H I N G

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Local and Global Perspectives,
Edited by Christina Gitsaki and Richard B. Baldauf Jr.

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LIST OF ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
ACMC	Asynchronous Computer Mediated Communication
ACT	Active
AE	Aboriginal English
AEDI	Australian Early Development Index
AEI	Australian Education International
AFL	Australian Football League
AGR	Agreement
AL	Accelerated Literacy
AmE	American English
AMEP	Adult Migrant Education Program
AR	Arabic
AUC	United Self-Defense Groups of Colombia
AusE	Australian English
BA	Bachelor of Arts
BANA	Britain, Australia and North America
BBV	BlackBoard Vista
BINF	Bilingual Identity Negotiation Framework
BrE	British English
CALL	Computer-Assisted Language Learning
CDA	Critical Discourse Analysis
CE	Computers & Education
C-E	Chinese to English
CEPA	Common Educational Proficiency Assessment
CG	Common Ground
CHC	Confucian Heritage Culture
CL	Community Language
CLT	Communicative Language Teaching
CMC	Computer Mediated Communication
COAG	Council of Australian Governments
CoI	Community of Inquiry
CPT	Clauses per T-Units
DE	Department of Education
DEA	Department of Education and the Arts
DEEWR	Department of Education, Employment and Workplace Relations
DET	Department of Education and Training
DETA	Department of Education, Training and the Arts
DIMIA	Department of Immigration and Multicultural Affairs
DIS	Disagreement

EAL	English as an Additional Language
EAP	English for Academic Purposes
E-C	English to Chinese
EFL	English as a Foreign Language
EIL	English as an International Language
ELT	English Language Teaching
ENG	English
ESL	English as a Second Language
ESL/D	English as a Second Language or Dialect
ESL-ILSS	English as a Second Language – Indigenous Language Speaking Students
EU	European Union
FARC	Armed Revolutionary Forces of Colombia
GS	Google Scholar
HKE	Hong Kong English
IC	Inner Circle
ICE	International Corpus of English
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IndE	Indian English
IRE	Initiation, Response, Evaluation
JCAL	Journal of Computer-Assisted Learning
JTEs	Japanese Teachers of English
KenE	Kenyan English
KIS	Kiswahili
L1	First Language
L2	Second Language
L-ACT	Less Active
LBOTE	Language Backgrounds Other Than English
LXV	Lexical Variation
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MEXT	Ministry of Education, Culture, Sports, Science, and Technology
MLC	Mean Length of Clause
MLJ	Modern Language Journal
MLT	Mean Length of T-Units
MOET	Ministry of Education and Training
NATO	North Atlantic Treaty Organisation
NEIS	New Enterprise Initiative Scheme
NESB	Non-English Speaking Background
NEU	Neutral
NIE	National Institute of Education
NRL	National Rugby League
NS	Native Speakers

NSW	New South Wales
NZE	New Zealand English
OC	Outer Circle
OECD	Organisation for Economic Co-operation and Development
OFCOM	Swiss Federal Office of Communication
OPT	Oxford Placement Test
OSCE	Organisation for Security and Cooperation in Europe
PGDELT	Postgraduate Diploma in English Language Teaching
PhilE	Philippine English
POS	Parts of Speech
PP	Prepositional Phrase
PR	Public Relations
QCATs	Queensland Comparable Assessment Tasks
QSA	Queensland Studies Authority
RST	Rhetorical Structure of Theory
RT	Russia Today
RVP	Retrospective Verbal Protocols
SAE	Standard Australian English
SBC	Santa Barbara Corpus
SEA	South East Asian
SFL	Systemic Functional Linguistics
SingE	Singaporean English
SNS	Social Network Services
SPOT	Simplified Proficiency Oriented Test
SPSS	Statistical Package for Social Sciences
SST	Student Sample Translation
ST	Suggested Translation
TE	Teacher Education
TEFL	Teaching English as a Foreign Language
TESEP	Tertiary, Secondary and Primary
TESOL	Teaching English to Speakers of Other Languages
TOEFL iBT	Test of English as a Foreign Language Internet-Based Test
TOEIC	Test of English for International Communication
TOEIC IP	Test of English for International Communication – Institutional Program
TQ	TESOL Quarterly
TST	Typical Student Translation
UNSW	University of New South Wales
WAIS-II	Wechsler Adult Intelligence Scale – 3 rd Edition
WAIS-R	Wechsler Adult Intelligence Scale – Revised
WM	Working Memory
WPM	Words Per Minute
WT/ $\sqrt{2} * W$	Total number of different word types divided by the square root of 2 times the total number of words
ZPD	Zone of Proximal Development

CHAPTER ONE

THE FUTURE OF APPLIED LINGUISTICS - LOCAL AND GLOBAL PERSPECTIVES: AN INTRODUCTION

RICHARD B. BALDAUF JR.
AND CHRISTINA GITSAKI

Introduction

Applied linguistics is a diverse area of research and practice that is made up of a large number of sub-specialisations that relate to a variety of areas of practice (Baldauf & Kaplan, 2010). This has meant that the discipline has been defined in various ways by those who practice it, and this has been reflected in the variety of textbooks, handbooks and encyclopaedias which have tried to capture its essence (e.g., Frawley, 2003; Kaplan, 2010; Schmitt, 2002). In addition to this core diversity, there has been a long standing debate about what is at the core of the discipline, whether it is educational studies (Spolsky, 1978; Spolsky & Hult, 2008) or linguistics (Davies & Elder, 2004) or whether the discipline draws more broadly from a range of different areas of specialisation (Baldauf & Kaplan, 2010).

In addition to this general internal diversity, applied linguistics has developed somewhat differently in different parts of the world, i.e. different aspects have been given different emphases due to local socio-cultural conditions, issues and needs (Gass & Makoni, 2004). Despite this, in a summary of the state of applied linguistics entitled *Unity in Diversity?*, Brumfit (2004) suggests that “this diversity does not reflect the discipline falling apart” (p. 134), but rather “we appear to have developed a striking international shared agenda” (p. 135).

This volume brings together a set of twenty-six papers that reflect the diversity found within the discipline, within its different specialisations,

across the local and global perspectives that characterise it, finally suggesting a shared research agenda that marks out the discipline as it looks to the future. As the more general literature might suggest (see e.g., Grabe & Kaplan, 1992), papers in this volume fall into two broad groups: those related to educational studies and language teaching, and those related to social issues related to language, although there is some overlap across the groups. In the first group we have 13 papers related to Second/Foreign Language Teaching, English Language Teacher Education and Second Language Acquisition, while in the second group there are 13 papers related to Language Use, Bilingualism and Language Policy and Planning.

Issues in Second/Foreign Language Teaching

The first seven chapters of this volume address issues in Second/Foreign Language Teaching. In particular, the first two chapters, address ESL students' difficulties with academic writing. In Chapter 2, Antonia Chandrasegaran explores the use of rhetorical move analysis as a tool that can help students improve their academic writing skills, while in Chapter 3, Vaclav Brezina demonstrates how Google Scholar can be used as a tool to increase students' awareness of linguistic structures that are used in academic writing. In Chapter 4 Margaret Kettle and Lyn May highlight the increasing oracy demands in university courses in Australia and address the issues that arise particularly for international students. Emmaline Lear, in Chapter 5, investigates the use of reflective journals to improve intelligible speech in Japanese learners of English, while in Chapter 6 Qiujin Chen and Liming Deng present a teaching method that utilises translation in order to increase students' awareness of semantic, syntactic and stylistic differences between English and Chinese. The use of Social Networking tools in foreign language learning is explored in Chapter 7 by Motoko Christensen and the integration of laptops in an intensive English course in the Middle East is discussed by Christina Gitsaki in Chapter 8.

Issues in English Language Teacher Education

This section of the volume includes two research projects in teacher education, both carried out in the Vietnamese context. In the first of these, Chapter 9, Thi Kim Anh Dang addresses the impact of globalisation on pre-service teachers' views about language teaching and learning, while in Chapter 10 Hoa Thi Mai Nguyen and Peter Hudson present the findings of

a research project that used appraisal theory as the framework for analysing pre-service teachers' reflections on mentoring during their practicum.

Issues in Second Language Acquisition

Moving away from language teaching and more towards language learning, this section of the volume features four studies in second language acquisition. In Chapter 11, Tomohito Ishikawa reports on the effects of intentional reasoning demands on the writing of Japanese learners of English, while in Chapter 12 Jung-Tae Kim investigates the acquisition of the ambiguity and interpretation of English prepositional phrases by Korean learners of English. Tim Hassall provides unique insights into his own journey in acquiring Indonesian terms of address in Chapter 13, while Angeliki Psaltou-Joycey, in Chapter 14, investigates the use of the mother tongue (L1) as a learning strategy by experienced Greek students of English as a foreign language.

Issues in Language Use

The next five chapters of the volume address issues of language use. In Chapter 15 Jeong Kim and Chul Joo Uhm examine the use of conjunctions in commentaries to on-line videos, while in Chapter 16 Phuong Dzung Pho uses corpus analysis of 40 academic research articles to extract the linguistic features of authorial stance in academic writing. The following two chapters use critical discourse analysis tools to examine newspaper reports on violence. In Chapter 17 Alexandra García applies the concept of instantial weight to news stories in a Colombian newspaper reporting violent acts against civilians, while Deb Waterhouse-Watson in Chapter 18 demonstrates how the use of certain linguistic features in news stories about alcohol-related violence in Australia deflects blame from the accused and presents 'alcohol' as a causative agent. The final chapter in this section, Chapter 19, is an investigation of the developments in the verbal systems of four 'old' (Inner Circle) and five 'new' (Outer Circle) Englishes. Peter Collins and Xinyue Yao use corpus-based analysis to study and compare the distributional patterns of specific verbal categories, particularly in the Outer Circle.

Issues in Bilingualism/Multilingualism

The five papers in this section deal with issues of bilingualism and multilingualism. Daniel Perrin and Maureen Ehrensberger-Dow in Chapter 20 provide an insight into the journalistic practices of news reporters in Switzerland and the translation strategies they develop to cope with having to use multilingual sources for their news story reports. In Chapter 21, Xia Cui discusses the problematic social interactions between Chinese and Australians in the workplace, while in Chapter 22 Anikó Hatoss looks at multilingualism as a resource in the Sudanese community in Australia. The last chapter in this section, Chapter 23, looks at students' views about their languages and being bilingual. Ruth Fielding applies the Bilingual Identity Negotiation Framework in order to gain insight into the complex identities of young bilingual language learners in Australia.

Issues in Language Policy and Planning

The final section of this volume addresses issues in language policy and planning. In Chapter 24 Ian Malcolm addresses the need for applied linguists to play an increasing role in furthering and applying knowledge about English as it used by Aboriginal and Torres Strait Islander speakers in Australia, while in Chapter 25 Sophie McIntosh, Renae O'Hanlon, and Denise Angelo examine the place given to both *literacy* and *language* across a range of educational documents in Australia, and how the invisibility of *language* within educational discourse can have ramifications for English language learners with complex language backgrounds, such as Aboriginal and Torres Strait Islander students who speak creoles. The next chapter, Chapter 26, takes the reader to Estonia where Delaney Skerrett examines how the use of language is managed in a multilingual setting and discusses the potential inequalities in the lives of people in Estonia where the management of language has failed to achieve the outcome of Estonian as a functioning interethnic lingua franca. The last chapter in the volume, Chapter 27, looks at the implementation of the National Language Policies in Japan that advocate the use of communicative language teaching in the classroom. Simon Humphries explores how classroom teachers interpret and implement the communicative language teaching approach in the classroom and provides useful insights for policy planners.

Summary and Conclusions

While this volume represents only but a small portion of the research in Applied Linguistics currently underway around the world, it does provide a preview of the smorgasbord of themes and topics that the field of Applied Linguistics encompasses. The papers included in this volume touch upon issues that are both typical of the field and also issues that have arisen from the recent developments in the field such as globalisation and the use of technology in every facet of language teaching and learning. Without being exhaustive, the list of topics represented in this volume is a testament to the diversity of the field and the new and old ways in which the study of language is realised.

It is hoped that this volume will be of use to both new and seasoned researchers who seek both a local and a global perspective into the field of Applied Linguistics. Language teachers and language policy makers will find this volume equally useful as papers address current issues in language education.

Acknowledgements

All papers included in this book underwent a rigorous review process. Initially 64 proposals were received of which 44 were selected for a double blind review process that involved a large number of notable academics from a range of universities around the world. Through this process 26 papers were selected. These papers underwent further review and editing before being published in this book. Below is the list of academics (in alphabetical order) who were involved in the double blind review process.

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Dr. Ken Cruickshank	University of Sydney, Australia
Dr. Christina Gitsaki	Sharjah Higher Colleges of Technology, UAE
Dr. Melanie Gobert	Abu Dhabi Higher Colleges of Technology, UAE

Dr. Katherine Hall	American University in Dubai, UAE
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Dr. Kayoko Hashimoto	The University of Queensland, Australia
Dr. Nguyen Thi Mai Hoa	The University of Queensland, Australia
Dr. Catherine Hudson	Canberra, Australia
Dr. George Ipsilandis	Aristotle University, Greece
Dr. Ahmad Al Issa	American University of Sharjah, UAE
Dr. Robert B. Kaplan	University of South California, USA
Dr. Margaret Kettle	Queensland University of Technology, Australia
Dr. Minglin Li	Griffith University, Australia
Dr. Anthony J. Liddicoat	University of South Australia, Australia
Dr. Martin Mills	The University of Queensland, Australia
Dr. Martina Mollering	Macquarie University, Australia
Dr. Sarah Pasfield- Neofitou	Monash University, Australia
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ISSUES IN SECOND/FOREIGN LANGUAGE TEACHING

CHAPTER TWO

EMPOWERING SECOND-LANGUAGE WRITERS THROUGH RHETORICAL MOVE ANALYSIS

ANTONIA CHANDRASEGARAN

Abstract

Academic essay writing is a challenge for students of English as a second or foreign language (ESL/EFL) and for some native English speaking students too since, for many student writers regardless of language background, the difficulty may lie not so much in inadequate mastery of the English grammar as in an incomplete understanding of the conventions governing written academic discourse and the thinking processes involved in realising these conventions. In an effort to equip students with knowledge of the conventional practices of academic writing, this study employed a method of raising student awareness of rhetorical moves and goals in expert-generated research and position papers with the expectation that such awareness would have a positive effect on the choice and organisation of moves in the students' own writing. Conceived within a social-cognitive view of writing, the instructional method had students explicitly taught to consciously notice and describe moves in academic papers authored by experienced writers. After class and individual practice, students analysed the moves in a self-selected experienced writer's text. Students' performance in the move analysis was compared with their choice and organisation of moves in an essay written for a content course at the end of the semester. A significant correlation was found between accuracy in identification of moves in expert-generated texts and appropriateness of moves in students' own writing. This and other findings are discussed here with reference to the potential of rhetorical move analysis as a tool that students can use for self-directed, continued learning of academic writing practices.

Introduction

Writing academic essays in English is a challenge for EFL/ESL students and even for some native English speaking students too, as Hyland (2002) has noted that students “can construct syntactically accurate sentences and yet are unable to produce appropriate written texts” (p. 9). For many student writers who have attained a high level of proficiency in English grammar, difficulty in academic writing arises from an incomplete understanding of the conventions governing written academic discourse and the mental processes involved in realising these conventions. To socialize students into the communicative and knowledge construction practices of academic discourse, explicit teaching of these practices is now a feature of many writing courses (e.g., Cheng, 2006; Swales & Feak, 2000). However, as most writing teachers would agree, no academic writing course can address all the needs of students given that discourse moves and writers’ rhetorical intentions are realised by different organisation patterns and linguistic structures depending on discipline-specific contexts and practices. The largely undocumented variation in discourse practices across disciplines is reason for writing teachers to turn to applied linguistics research to look for resources that could serve as a tool to equip students for self-directed continued learning of discipline-specific discourse practices after their academic writing course has ended. One possible resource, which is the subject of this paper, is rhetorical move analysis (Swales, 1990)—the analysis of academic texts to identify the writer’s argument or reader-effect goal and the verbal acts performed to achieve the goal.

If university student writers can be taught move analysis, they would have at their disposal a tool for examining closely experts’ texts in their own discipline and thus extend their academic writing capabilities to include the more nuanced verbal acts in disciplinary discourse. But first we need some concrete evidence that teaching students to do move analysis will have a positive impact on their own writing in contexts and disciplines that may not replicate those of the texts used in the writing instruction course. As the next section will show, the evidence from previous research suggesting efficacy of text analysis on writing quality has not been obtained from university student participants who have to apply skills learnt in their writing classes to writing tasks outside the academic writing course. The current study expressly addresses the question of whether instruction in rhetorical move analysis in a writing class would have a positive effect on choice and organisation of moves in students’ essay writing in their content course subjects.

Background

The theoretical framework of this study is a social-cognitive view of writing that sees the process of writing as a thinking, decision-making activity (Flower & Hayes, 1980) and, at the same time, as a socially situated activity (Bazerman, 2004; Gee 2000) comprising typified verbal acts and ways of using language to enact the genre practices characteristic of the discourse community in which the writer and the reader are interacting. One important aspect of the thinking and composing process in Flower & Hayes's (1980) cognitive model of writing is the setting of goals that take into account what Flower and Hayes refer to as the rhetorical problem, that is, the writer's purpose, the reader, and their respective roles in the context of the writer's text. In the last two decades the theoretical depiction of writing as socially-situated, regular genre practices associated with particular social functions have led to research in genre analysis to identify rhetorical moves and linguistic features that characterise types of texts such as research papers (Swales, 1990).

The view of writing as social-cognitive has its roots in Vygotsky's assertion of the "inseparability of language, cognition and context", according to Kostouli (2005, p. 3). The inseparability of cognition and context seems a logical notion when we consider Gee's observation that "thinking is not 'private' but almost always mediated by 'cultural tools'" (Gee, 2000, p. 181). Two assumptions arising from the social-cognitive model are of particular significance in the current study as they influenced the approach to instruction and the data analysis. The first assumption, derived from Flower and Hayes's (1980) study of writers' verbal protocols, is that the thinking of effective writers is directed by high level rhetorical goals. The second is that high level rhetorical goals are attained through the writer performing goal-targeted moves, which may be defined as verbal acts involving judicious selection of topic content and language aimed at realising the effect the writer intends the text to have on the reader. These two assumptions have informed previous research in academic writing instruction with positive results as the brief literature review in the next two paragraphs will show.

Research in the 1990s such as that of De La Paz & Graham (1997, cited in Ferretti, Lewis, & Andrews-Weckerly, 2009), on the role of goals in argumentative writing, has convincingly demonstrated that when the writing process is directed by genre-specific goals, students produce higher quality argumentative essays containing reasons for the writer's stand, counterarguments and rebuttals. The 2009 study of Ferretti and his colleagues found that 4th- and 6th-grade students who wrote with

elaborated goals produced more persuasive essays. Ferretti and his colleagues supplied their young students with elaborated goals describing moves like “say very clearly what your opinion or viewpoint is” (p. 580). We might expect a positive impact on quality of writing, similar to that reported in Ferretti, Lewis, and Andrews-Weckerly’s (2009) study, if university student writers are guided to a view of the writing process as the enactment of moves to accomplish rhetorical goals. They might be persuaded to formulate rhetorical goals to direct the choice and organisation of moves in their own writing.

The notion of texts being composed of moves is central to the work of Swales (1990) in his analysis of research papers to identify the type and organisation of moves that realise the rhetorical goals of introductions and other sections of published research articles. Since the publication of Swales’s (1990) *Genre Analysis* attempts have been made, with documented positive results in some cases, to teach students to notice moves and other text features through which writers’ purposes and intended reader effects are achieved (Cheng, 2006; Graff, 2010; Pang, 2002; Swales & Feak, 2000). In Pang’s study, for instance, students were able to produce the obligatory moves of film reviews in an appropriate order after doing textual awareness exercises requiring them to study and label moves in samples of the same genre. Similar encouraging results from other studies give reason to expect that teaching students to pay conscious attention to moves in expert writing may not only have a positive impact on their writing but also equip them with a means of self-directed, continued learning of the finer practices of academic discourse.

The studies mentioned in the preceding paragraph, while yielding results that indicate the potential of move analysis as a pedagogical tool, do not sufficiently address the issue of whether the learning of moves acquired from conscious noticing of moves in expert-generated, published texts would transfer to students’ writing of academic essays to fulfil the demands of content course assignments, a writing context quite different from that of academics writing for publication. Cheng’s (2006) paper reports a single case study and is further limited to the production of one academic discourse practice, that of academic criticism. In Pang’s (2002) study the textual analysis and the post-instruction writing task were confined to one genre, the film review, with students analysing moves and linguistic features in teacher-provided texts and doing a common post-instruction writing task. Would the positive effects of textual analysis reported by Cheng (2006) and Pang (2002) occur in essays students write for content course assignments after learning to identify moves in expert-generated texts? An answer may emerge from the current study in which

authentic post-instruction content course essays were studied for appropriateness of moves. If move analysis can lead to acquisition of academic discourse skills that transfer to students' own writing, there would be reason to advocate the deployment of rhetorical move analysis as a tool for promoting independent learning of academic writing.

The Study

The study participants were 26 English language teachers from universities in China attending a one-year Post-graduate Diploma in English Language Teaching (PGDEL T) programme at the National Institute of Education (NIE) in Singapore. The programme included a compulsory, credit-earning, 18-hour module on academic writing offered in the first semester. All the participants wrote and spoke comprehensible English with some achieving a higher level of grammatical correctness than others. Admission to the PGDEL T programme is by a written test and an oral test that includes an interview with the programme coordinator, which means that the 26 participants had been selected from more than a hundred applicants because their performance in the tests was outstanding. With respect to academic writing, the area of difficulty for most of the participants lay not so much in grammar as in unfamiliarity with the genre practices of using language and topic knowledge to construct arguments that advance a personal position or to take and support a critical stance on an issue.

Explicit instruction in move analysis began with explanation of the concept of moves in academic discourse and demonstration of identification of moves in excerpts from different sections of two published journal articles in applied linguistics; a paper reporting research on children's genre knowledge; and a position paper on discourses on globalisation. The concept of move was defined as a verbal act performed by writers using language and meaning to accomplish a rhetorical or argument goal. The demonstration included joint deconstruction of moves to examine the component steps or acts that may comprise a move. For example, a Reader Orientation move may begin with a Framing step in the form of allusion to the context of the upcoming topic, followed by an Identification of Specific Area step naming the area in which the writer's specific topic lies (initial capitals will be used for words describing moves and steps in this chapter to make them easily identifiable). It was emphasised to students that moves are best understood with reference to the writer's supra-sentence rhetorical goals, that is, the writer's intention to influence reader thinking in a particular direction at paragraph, section, and whole text