

POSTERS – ESSE2024 @UNIL (in alphabetical order):

Poster presentations take place in person on Tuesday, 27 August 2024.

- Al Frayh, Man (Imam Mohammad Ibn Saud Islamic University, Kingdom of Saudi Arabia): *Linguistic and Pictorial Portrait: A Montage of Performances in A Portrait of the Artist as a Young Man*
- Benabed, Fella (Badji Mokhtar-Annaba University, Algeria): *Applied Global Health Humanities: Readings in the Global Anglophone Novel*
- De los Ríos Martín, Cristina (Independent Scholar: *Eating and Belonging: Food Studies and Transmodernity in Nina Mingya Powles's Tiny Moons - A Year of Eating in Shanghai*
- Faktorová, Barbora (University of South Bohemia, Czechia): *Student Reflection on Automated Feedback Related to the Development of Writing as a Productive Language Skill*
- Hasani, Shpresa (South East European University, Macedonia): *Unveiling the Significance of Self-Directed Learning in the EFL Context*
- Hernández, José Ventura Alegría (University of La Laguna, Tenerife): *Narratives of Happiness and Resilience (RESHAP)*
- Ismaili, Merita (South East European University, Macedonia): *Unleashing the Power of Artificial Intelligence in Higher Education: A Focus on English for Specific Purposes (ESP) Classes*
- Kigel, Tali (Independent Researcher of Multilingualism, Behazlaha-Center, Israel): *Bread and Milk English and Hebrew Metaphors*
- Lin, Ming-Fang (Shih Chien University, Taiwan, R.O.C) & Yuan-shan Chen (National Chin-Yi University of Technology, Taiwan, R.O.C.): *Pragmatic Analysis of EFL Junior High School English Textbooks in Taiwan*
- Pekkenen, Kelli (University of Tartu, Estonia): *A Usage-based Analysis of Anglicisms in Estonian*
- Rasse, Carina (University of Klagenfurt, Austria), David O'Reilly (University of York, UK), Alexander Onysko (University of Klagenfurt, Austria), Herbert L. Colston (University of Alberta, Canada), Lisa Papitsch (University of Klagenfurt, Austria) & Iris van der Horst (University of Klagenfurt, Austria): *Getting the Right End of the Stick: The Role of Metaphor (and other Factors) in First and Second Language English Speakers' Idiom Interpretations*
- Ruokkeinen, Sirkku (University of Turku, Finland) & Carla Suhr (University of Helsinki, Finland): *Promotional Significance of Visual Devices in Early Modern English Title-pages*

- Sichen, Xia (The Chinese University of Hong Kong, Shenzhen): *Incorporating Legal Disciplinary Culture in an English Legal Writing Course: Through a Genre-Based Approach*
- Sokolova G., Anna V. (Metropolitan Autonomous University, Mexico): *Teaching and Learning British and American English in Mexico*
- Yoshida, Azumi & Masako Nasu (Okayama University, Japan): *Semantic Analysis of Japanese University Students' Written Narratives in English: Focusing on the Relationship between Motivation and Learning Environment*

ABSTRACTS:

- **Al Frayh, Man (Imam Mohammad Ibn Saud Islamic University, Kingdom of Saudi Arabia): *Linguistic and Pictorial Portrait: A Montage of Performances in A Portrait of the Artist as a Young Man***

The plot of *A Portrait of the Artist as a Young Man* being very intricate and challenging to follow is the narrator's attempt to draw the portrait in recollection. The novel is the narrator's venture to sketch the portrait in memory is extremely complex and difficult to follow. Every time, the narrator's earnest efforts to paint a straight-line, unwavering portrayal end in terrible tragedies. The signifier "portrait," however, gains significant strength and develops into a brand-new language and pictorial signified. With such enormous complexity, confusion, and tension, one could claim that this story is a linguistic and visual depiction. Additionally, the paper will bolster its claims using the ideas and theories of eminent critics like George Lucas, Paul De Man, and Jacques Derrida.

Keywords: Linguistic, Linear-Uncertainty, Pictorial, Resistance, Tension, Signifier, Arist

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- **Ayari, HEND (University of Debrecen, Hungary): *Survivance Narratives: Healing through Redefining Autobiography in Native American Women's Memoirs***

Gretchen Bataille and Kathleen Sands's predicted in their *Telling Their Lives* (1987) that American Indian women's autobiography validates the genre as a cogent avenue of inquiry into ways of healing from transhistorical trauma by redefining Native presence in both literary and public discourses: "It is likely that the narratives to come will reflect on the growing self-consciousness Indian women have about their roles in contemporary society . . . Sophistication and complexity will be heightened. It is also likely [that] [women] will experiment more with style and structure, and will take fuller control of their narratives" (134-35). As editorial doors are increasingly embracing the subversive creativity of twenty-first-century, American Indian women writers not only control self-representation but also rewrite the generic rules that have held their voices and stories captive within the staid conventions of the American autobiographical tradition. My paper is intent on addressing the potentiality of life writing for healing from trauma caused by settler colonial erasure and "colonial unknowing" (Vimalassary et al.) and explore it as an "act of resistance, of self-definition by appropriation of and signification of the forms 'natural' to the oppressor" (Kali Tal). The texts I study are Native American women-authored memoirs that affirm "survivance in the face of historical trauma" rather than "survival of trauma" (Madsen) through choices regarding self-representation, literary aesthetics, and contemporary topics. Their *âcimisowina*, to use Deanna Reder's term, are survivance narratives because they are rooted in tribal storytelling and advance an "active sense of presence" (Vizenor, *Fugitive Poses*) through self-representative and personal stories that upset the burden of ethnographic mis-recognitions. The women's re-story-ing of personal and collective traumatic experiences into stories of healing is meant as a "repudiation victimry" (Vizenor) that necessarily leads to healing.

Keywords: life writing, survivance, trauma healing, self-representation, Indigenous storytelling

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- **Benabed, Fella (Badji Mokhtar-Annaba University, Algeria): *Applied Global Health Humanities: Readings in the Global Anglophone Novel***

The proposed poster is a presentation of my book, currently in press by Walter De Gruyter, with an expected release date of August 3, 2024. Global health humanities is a new realm of inquiry that is emerging at the intersection of global health and the health humanities. Starting from the premise that “Fiction reveals truths that reality obscures” (West 39), *Applied Global Health Humanities: Readings in the Global Anglophone Novel* aspires to be a thought-provoking book that invites readers on a journey through the many-sided terrain of global health humanities. I argue that global Anglophone literature has an important role to play in shaping perceptions and responses to health-related concerns in the Global South, as well as among multiethnic groups in the Global North. I will explore the historical, political, social, cultural, and ethical aspects of health in these locations by analyzing the meaning of disease, disability, health, and well-being in the selected novels. The book covers a compilation of novels written by renowned Anglophone authors across diverse cultural contexts; each of them invites reflection on themes of disease and disability and their intersections with race, gender, class, colonialism, and migration. From powerful stories of resilience in the face of epidemics, to examinations of the historical and cultural determinants of mental disorders and disabilities, to explorations of holistic healing practices across cultures, the book aspires to offer a panoramic view of the diverse experiences that shape human understanding of health.

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- **De los Ríos Martín, Cristina (Independent Scholar): *Eating and Belonging: Food Studies and Transmodernity in Nina Mingya Powles’s Tiny Moons - A Year of Eating in Shanghai***

The field of Food Studies has recently experienced an increase of interest among academics, even if the area is by no means a new one (Albala, 2013, XV). What is more, our current society is experiencing what Rodríguez Magda defines as Transmodernity, a new socio-cultural paradigm through which Modernist and Postmodernist critique are synthesised (2011, 7). Food can be considered an essential element within this paradigm, as it is a common link shared by people, and ultimately, by cultures. As Piatti-Farnelli and Lee Brien argue, “because food is such a quotidian and common element in the world and the individual’s experience of that world, it is often included in narratives by authors from different geographical origins and historical backgrounds” (2018, 2). This ‘everydayness’ aspect is essential when understanding food as a transmodern and ubiquitous element in contemporary narrative, especially in memoirs. Therefore, the aim of this poster is to analyse the food memoir *Tiny Moons: A Year of Eating in Shanghai* (2020) through the lens of

Food Studies, and in the context of Transmodernity. Nina Mingya Powles's food memoir, which consists of a collection of essays named after dishes she holds dear for several reasons, provides insight on the way she comes to embrace her Aotearoa New Zealander background while (re)connecting with her Chinese-Malaysian heritage. Through Food Studies and Transmodernity, I will examine the way food is used as the focal point around which the protagonist's memories and realisations about her own identity come to the surface.

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• **Dhouioui, Asma (The Higher Institute of Languages of Tunis, Tunisia): *Resilience and Survival in African American Poetics***

My research project entitled "Resilience and Survival in African American Poetics" examines the issues of resilience and survival in African American literature. The inquiry departs from black resistance that provides the backdrop of my study and explores continuities leading to resilience, that is a mode of survival. My monograph, through intricately woven resilience narratives, intends to explore the assets (protective factors) that shape the journey of resilience. The theoretical framework of this work is basically built around Resilience Theory, according to which, resilience helps people recuperate and survive.

I hope to engage in the following questions: What is needed in the process of resilience? How to enhance resilience? How do African Americans display resilience? How is resilience depicted in African American Literature? And can it change reality? How can literary texts help individuals and communities be resilient?

My study lends itself to a cross-generic method and discloses troubling issues such as otherness, marginalization, openness to alterity, and change in texts that celebrate survival albeit problematic and highlight resilience albeit complex. Chapter One examines climate change and socio-ecological resilience in Octavia E. Butler's *Parable of the Sower* (1993), a story of individual and communal survival through environmental cataclysm. Butler believes that the fate of humanity is to inhabit other planets. Chapter Two explores how African American poets have addressed resilience; a particular emphasis is placed on Claudia Rankine's *Citizen: An American Lyric* (2014). Chapter Three turns to resilience in drama through Lynn Nottage's *Fabulation, or the Re-education of Undine* (2004).

- **Esposito, Pasquale (University of Salerno, Italy): *The Role of Linguistic Linked Open Data for the Development of Appil: An Application for the Improvement of Lexical-linguistic Competence***

The proposal has the aim to offer an overview and evaluation of lexical-semantic features of Linguistic Linked Open Data (such BabelNet, EnglishWordNet, Wiktionary, ConceptNet, DBPedia etc.) as repositories for the retrieval of valuable information for second language learning: word senses, definition, example, pronunciation, translation, derivation, semantic annotations, compounds, ability/implication of concepts in the real world.

We intend to present how these resources will be integrated and involved for the development of the *Appil* learning environment: a supporting computer-based tool for second language learners based on a transversal theoretical framework which embeds theories from second language acquisition, behavioral psychology, and natural language processing.

As SLA studies demonstrate, native speakers of English increase their vocabulary at the rate of around 1000-word families per year (Biemiller & Boote, 2006; Goulden, Nation, & Read, 1990). To reach the same rate, language learners must increase the amount they read each year, up to a burdensome 3,000,000 tokens (Nation, 2014). Consequently, this process mathematically implies a repetition and effort due to the redundant interaction with texts which likely exceed the 2% threshold of unknown words beyond the learners' knowledge (Hu & Nation, 2000; Schmitt, Jiang, & Grabe, 2011).

The aim is to develop a feedback-based personalized LE able to render an enhanced representations of texts with the integration of semantic and extra-linguistic knowledge from the LLOD. The main didactic goal is to assist the process of acquisition of first 9/10 headwords families by detaching the path from a static, redundant, and dispersive process while offering a dynamic, personalized, interest- driven, and computer-supervised experience.

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- **Faktorová, Barbora (University of South Bohemia, Czechia): *Student Reflection on Automated Feedback Related to the Development of Writing as a Productive Language Skill***

This poster introduces a preliminary study within an ongoing quasi-experimental research initiative exploring the influence of automated feedback on the writing skills development of undergraduate students specializing in teaching English as a foreign language. Positioned at the intersection of language pedagogy and technology, this research aims to provide nuanced insights into the role of automated feedback in enhancing writing skills, aligning with the works of Link et al. (2020), Miranti et al. (2023), Muftah (2023), and other scholars.

This study will integrate a series of tasks incorporating automated feedback in writing into classroom activities with participating students. A survey, encompassing both Likert-scale and open-ended questions, will be conducted to assess student perceptions of this feedback. The poster presents the survey results and a text analysis, offering insights into the quality of student written performance.

The implications of this research extend to educators, curriculum developers, and researchers, providing potential insights for refining language teaching practices in EFL contexts, particularly within the domain of writing instruction. Building upon previous research, the findings aspire to contribute meaningfully to the ongoing discourse on the effective integration of automated feedback to enhance writing skills in language learning and teaching contexts.

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- **Hasani, Shpresa (South East European University, Macedonia): *Unveiling the Significance of Self-Directed Learning in the EFL Context***

This research explores the pivotal role of self-directed learning (SDL) in the English as a Foreign Language (EFL) context. Recognizing the evolving landscape of language education, the study investigates how fostering self-directed learning skills empowers learners to take ownership of their language acquisition journey. Through a comprehensive examination of relevant literature and practical examples, this paper sheds light on the benefits and challenges of promoting SDL in EFL settings, emphasizing its transformative impact on learners' autonomy, motivation, and overall language proficiency.

The research setting of this study is at South East European University, Faculty of Languages, Cultures and Communication. Participants in the study include 58 English-major students currently pursuing their bachelors in English language and Literature. The Self-Rating Scale of Self-Directed Learning (SRSSDL) with five domains consisting of 60 items developed by Williamson (2007) was used as an instrument for data collection. This self-rating scale is referred to as a useful tool in the diagnosis of student learning needs in order to improve students' academic adjustment (Cazan & Schiopca, 2014). Some questions were added to get student's personal information and their academic performance in the latest semester. Quantitative data were collected from the distributed survey during winter semester 2023 and were then analysed through SPSS using Independent-sample T-test and One-way ANOVA. Question items developed by Williamson (2007) were adopted to measure students' levels of SDL and students' self-declared GPA was noted to assess students' academic performance.

Keywords: Self-Directed Learning, Autonomy, Motivation, Language Proficiency

- **Hernández, José Ventura Alegría (University of La Laguna, Tenerife): *Narratives of Happiness and Resilience (RESHAP)***

"Narratives of Happiness and Resilience" (RESHAP) is a coordinated project that encompasses the subprojects "The Premise of Happiness: The Function of Feelings in North American Narratives" (PID2020-113190GB-C21; PI: Eva Darias-Beautell) and "Narrating Resilience, Achieving Happiness? Toward a Cultural Narratology" (PID2020-113190GB-C22; PI: Ana María Fraile-Marcos). This joint proposal seeks to enhance and broaden previous research conducted by a multidisciplinary team in the framework of the coordinated project "Justice, Citizenship and Vulnerability: Precarious Narratives and Intersectional Approaches" (FFI2015-63895-C2-1-R) (PIs: Darias-Beautell, Fraile-Marcos, Guerra-Palmero).

This project proposes a critical examination of contemporary literary and cultural representations of (un)happiness and resilience from a wide range of interdisciplinary perspectives in order to analyze the role of narratives in the processes of deconstruction and production of these notions. The project's main objectives include: to create a framework that unites and furthers the fields of resilience thinking, critical theory and affect studies; to conduct site-specific analyses of North American literature and culture using key social and

theoretical paradigms shaping contemporary societies; to examine the impact of narrative on the generation of happiness and resilience; and to offer innovative, interdisciplinary interpretations of 20th and 21st century North American narratives from comparative (transnational) viewpoints. RESHAP will therefore contribute to the still scarce but growing critical scholarship on happiness and resilience in the fields of literary and cultural criticism.

- **Ismaili, Merita (South East European University, Macedonia): *Unleashing the Power of Artificial Intelligence in Higher Education: A Focus on English for Specific Purposes (ESP) Classes***

Artificial Intelligence (AI) introduces a ground-breaking tool into the field of education, poised to reshape conventional teaching and learning dynamics. The aim of this proposal is to investigate and understand the potential impact of Artificial Intelligence (AI) tools, particularly in the context of English for Specific Purposes (ESP) classrooms within higher education. The focus is on how these AI tools can contribute to enhancing language proficiency, providing personalized learning experiences, and improving overall pedagogical effectiveness.

The proposal aims to delve into the intricate relationship between AI and ESP, aiming to uncover revolutionary advancements that AI can bring to the customization of language education in higher education settings. By doing so, it seeks to shed light on the transformative potential of AI technologies in addressing specific language learning needs and creating more adaptive and tailored educational experiences.

In a broader sense, the research intends to scrutinize the overall impact of AI on education. This involves a comprehensive review and analysis of existing literature across three key dimensions: applications, advantages, and challenges. The focus extends to various aspects, including collaborative teacher-student learning, intelligent tutoring systems, automated assessment, and personalized learning. Throughout this exploration, the proposal emphasizes the consideration of ethical implications and aims to outline potential future trajectories for the responsible implementation of AI in the field of education.

- **Kigel, Tali (Independent Researcher of Multilingualism, Behazlaha-Center, Israel): *Bread and Milk English and Hebrew Metaphors***

The purpose of the study was to identify, analyze, classify, and compare English and Hebrew metaphors of *bread* and *milk*, which are important ingredients in human nutrition. The work draws on ideas from conceptual metaphor and cognitive linguistics to explore the relationships between language, culture, identity, and values. The contrastive linguistic method allowed for a qualitative analysis of a pilot study corpus consisting of 54 metaphors and other forms of figurative language (34 in English, 20 in Hebrew), tested using the MIP metaphor identification procedure. Three tables demonstrate complete and partial equivalents and ethnocultural metaphors. The results of the analysis indicate the meta-conceptual nature of bread metaphors, which have many symbolic meanings, with the key

meaning being the metaphor of physical life and the human need for food. Bread is also a dichotomous symbol of wealth, abundance, hunger, and poverty, and in modern understanding, it is already a symbol of economic support for the family and making money. The most important ancient sources of equivalent metaphors are the Hebrew Bible and the New Testament, with more recent ones being Roman satire, Greek mythology, French phrases, and German fairy tales. Ancient metaphors are philosophical, with a high level of symbolization and conceptualization, while later metaphors are practical, pragmatic, and sometimes even cynical. Hebrew milk metaphors (especially when combined with honey) connote pleasure and enjoyment, whereas English milk metaphors suggest the inferior status of milk compared to bread and often have negative connotations.

- **Leone, Ljubica (Independent Scholar): *The Representations of Freedom in The Sun Newspaper between 2019 and 2021: A Corpus-based Study***

Existing studies have highlighted the close link between language and society (Fairclough, 1992) and demonstrated the impact of Covid-19 on language (Mahlberg and Brookes, 2021). There are no studies to date that have examined the changing representations and conceptual shifts of *freedom* in the pre-pandemic and post-pandemic years, which are expected to be affected by government policies on Covid-19.

The present study aims to fill this gap. The objective is to examine the conceptual evolution of *freedom* in the years 2019 and 2021 and to interpret it in light of socio-historical issues derived from the outbreak of the Covid-19 pandemic. The study is a corpus-based investigation undertaken on *The Sun Corpus* (TS), a corpus of 43,389 words including newspaper articles published in the UK in 2019 and 2021. Newspapers give access to how people frame social issues in language (Baker et al. 2013). *The Sun Corpus* has been queried with Desktop (offline) corpus analysis tool #LancsBox 6.0 (Brezina et al., 2020). Instances of *freedom* were retrieved using the *KWIC* tool and *GraphColl* which allows visualization of concordances and collocations.

The analysis reveals that there is a shift in the use of the word *freedom* which is depicted as an enjoyable experience in 2019 and seen with a negative shade in 2021. These results support the social conceptualization of language and reveal aspects that are of particular concern in Critical Discourse Analysis (Fairclough, 1992) aiming to examine how socio-historical aspects frame the linguistic representations of social issues like the Covid-19 disease.

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- **Lin, Ming-Fang (Shih Chien University, Taiwan, R.O.C) & Yuan-shan Chen (National Chin-Yi University of Technology, Taiwan, R.O.C): *Pragmatic Analysis of EFL Junior High School English Textbooks in Taiwan***

Most of EFL learners' pragmatic input comes from textbooks, but analysis on the pragmatic content of EFL junior high school English textbooks has received scanty attention (e.g., Ahmed, Mohammadzadeh, & Mazlum, 2023; Jakupčević & Portolan, 2024; Wilson, 2023). This study aimed to fill this research gap by pursuing a twofold objective: (1) to examine the representations of three speech acts, i.e., requests, apologies, and compliments, within Taiwan's junior high school English textbooks; (2) to investigate how two social variables, i.e., social status and social distance, were manifested in these acts. The corpus comprised 102 dialogues extracted from the latest three versions of English textbooks used in Taiwan's junior high schools. Each speech act was analyzed through two distinct dimensions: request strategies and modifications for requests, apology strategies and patterns for apologies, and compliment strategies and topics for compliments. The findings indicated that the three textbook versions presented a limited range of strategies across the three acts, providing an incomplete understanding of pragmalinguistic knowledge for learners. Furthermore, they lacked a comprehensive distribution of these acts within diverse scenarios of social status and distance, presenting inadequate sociopragmatic information for students. To address these textbook limitations, this study concluded by providing pedagogical implications aimed at enhancing learners' pragmalinguistic and sociopragmatic knowledge.

Keywords: pragmatic content, textbook analysis, requests, apologies, compliments

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- **Liu, Xiaohua (The Chinese University of Hong Kong, Shenzhen): *Navigating Uncharted Waters: Teachers' Engagement with Generative AI in Tertiary EFL Instruction***

Despite the heated discussions on the pros and cons of incorporating generative AI (GenAI) into language education, there is a dearth of empirical reports on how teachers engage with GenAI tools in their language instruction. In this project-in-progress, we first explored this topic through in-depth interviews with 17 university EFL teachers in China. Initial data analyses of the interview data disclosed that, through the lens of the ADDIE model (i.e., analysis, design, development, implementation, and evaluation), currently GenAI tools were mainly involved in the development stage (e.g., devising teaching activities and developing teaching materials). During the implementation stage, about half of the teachers introduced

those tools to their students, with some even offering in-class demonstrations or workshops. Nevertheless, the interview data suggest that GenAI has not yet been organically incorporated into classroom activities during this stage. GenAI involvement in the other three stages of instruction was reported to be none to minimal. The participants also reported both positive and negative experiences with GenAI in their EFL instruction, pointing to a number of pressing issues that need to be addressed. In order to have a more comprehensive understanding of teachers' experiences of GenAI engagement, we plan to conduct a nationwide questionnaire survey based on the interview data. The results are expected to provide valuable information for teachers, policy-makers and other key stakeholders in responding to the promises and challenges of GenAI-empowered language education.

- **Pekkenen, Kelli (University of Tartu, Estonia): *A Usage-based Analysis of Anglicisms in Estonian***

The global spread of English and its homogenising or heterogenising effects are the key to addressing language change (Mufwene, 2010). The poster presents a usage-based analysis of Anglicisms common in Estonian. While Estonian differs typologically from English, other factors exist, such as speakers' attitudes, proficiency in the donor language, and corpus planning (Haspelmath, 2009).

From all unadapted Anglicisms (Est. *tsitaatsõnad* 'quote+words') in Estonian recorded in the lexicographic database of the Institute of the Estonian Language (EKILex), 80 differently articulated lemmas - denoting common social and technological exchanges - are selected.

Then, their frequency, phonologically and translation-adapted equivalents or neologisms (e.g., *streaming* ~ *striiming* ~ *voogedastus*) are explored in the 2023 Estonian National Corpus. So far, the findings have proven preferences for translated adaptations and neologisms.

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- **Rasse, Carina (University of Klagenfurt, Austria), David O'Reilly (University of York, UK), Alexander Onysko (University of Klagenfurt, Austria), Herbert L. Colston (University of Alberta, Canada), Lisa Papitsch (University of Klagenfurt, Austria) & Iris van der Horst (University of Klagenfurt, Austria): *Getting the Right End of the Stick: The Role of Metaphor (and other Factors) in First and Second Language English Speakers' Idiom Interpretations***

Idioms are crucial elements of language usage that stand out for their highly figurative meanings (Gibbs 1994; Langlotz 2006). Acquiring idioms, however, is often complicated by their nature of being highly metaphoric (cf., e.g., Gibbs & O'Brien 1990) and frequently non-compositional, i.e. non-transparent, lexical units (cf. Nunberg, Sag & Wasow 1994). Previous research has shown that an equivalent L1 idiom as well as the awareness of a conceptual metaphor underlying the meaning of the idiom may have a facilitating impact on comprehension (Irujo 1986; Milton 2009; Boers 2000). However, little attention has so far been given to how learners, compared to L1 speakers, make sense of novel idioms.

In order to explore that, our study investigates how advanced L1 German learners of English make sense of idioms that they do not know and compares that to L1 English speakers. In detail, the study tackles the following questions:

- 1) To what extent does L1 equivalence on a) the lexical level and b) the metaphorical level influence the interpretation of unknown English idioms?
- 2) Do conceptual metaphors contribute to the transparency of an idiom for both learners of English and L1 speakers of English? If so, which metaphors can have a facilitating effect?

The data of the study is based on a questionnaire asking for familiarity of an idiom (yes/no) and meaning descriptions. Overall 100 idioms were tested with 90 advanced learners of English (L1 German) and 92 L1 English speakers. Preliminary results indicate that certain idioms trigger a high number of mismatches between the respondents' reported familiarity (yes/no) and their meaning associations. These mismatches will be the focus of the analysis as they are particularly insightful in view of the research questions.

- **Ruokkeinen, Sirkku (University of Turku, Finland) & Carla Suhr (University of Helsinki, Finland): *Promotional Significance of Visual Devices in Early Modern English Title-pages***

Recent scholarly discussion of early modern title-pages has considered these paratexts as promotional spaces (see e.g. McConchie 2013). Both textual and visual elements of the title-page serve to frame the text and guide the reader to a beneficial reading or outcome – such as purchasing the book. But while previous research into the promotional function of title-pages has largely focused on the prose or images on the title-page itself (Olson 2016; Ratia and Suhr 2017; Varila and Peikola 2019), the use of codex-internal visual devices for promotional purposes on the title-page appears to remain uncharted.

In this poster, we present an ongoing project studying the ways in which early modern English title-pages mention, describe, and evaluate visual devices such as images, diagrams, and tables, within the work. We ask, what kind of visual devices are mentioned on the title-pages and why? How are these mentions framed linguistically? And are the references to text-internal visual devices used as tools for promoting texts?

The material of this study comes from the *Early Modern Graphic Literacies (EModGraL)* project data. We search title-pages for terms referring to visual devices, such as *figure*, *table*, *drawing* and *illustration*. We conduct quantitative analyses of the relative frequencies of various search terms, and complement the quantifications by a qualitative analysis of the functions of the terms, and their linguistic realizations on the title-page.

The paper is a part of the *Early Modern Graphic Literacies* (EModGraL) project (Academy of Finland, 2021–25, 340005).

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- **Sichen, Xia (The Chinese University of Hong Kong, Shenzhen): *Incorporating Legal Disciplinary Culture in an English Legal Writing Course: Through a Genre-Based Approach***

This project aims to explore effective strategies for teaching the legal disciplinary culture to English major undergraduates aspiring to apply for a Juris Doctor (JD) program. The study collects data from a legal writing course at an English as Medium of Instruction university in China. The course encompasses various topics related to legal writing, including legal professionals’ ethnic considerations, plain legal writing, legal reasoning processes, and legal genres (particularly client opinion letters, office memos, and trial-level briefs). Using a genre-based approach to legal writing generates three dimensions of incorporation of legal culture: *the socio-personal dimension*, which acquaints students with the roles and expectations of legal practitioners within the discourse community; *the genre-construction dimension*, which involves analyzing the structural and linguistic features of individual legal genres to discern the materialization of disciplinary culture through textualization; and *the genre-recontextualization dimension*, which situates individual legal genres within different stages of legal pleadings within the broader legal field. The findings reveal that breaking disciplinary and professional cultures into manageable components and providing students with *experiential* learning opportunities are essential to effectively instructing disciplinary cultures. The study further suggests that a genre-based approach is a useful pedagogical tool that can allow students to actively engage with disciplinary cultures and enhance their understanding and application of disciplinary writing skills.

- **Sokolova G., Anna V. (Metropolitan Autonomous University, Mexico): *Teaching and Learning British and American English in Mexico***

The presentation is about the educational context in Mexico, where the historical roots of teaching and learning British and American English have contributed to developing linguistic policy and ideology in this country. A study was conducted among students enrolled in English courses at a Mexican public university is presented. Its aim was to explore not only the past and current trends in English language education in this country but also the students' attitudes and academic and professional needs concerning the study of British or American English in a specific educational institution.

By employing a survey and class activities, this research seeks to unravel the relationship between learners and language variation. The decision to incorporate literature from both British and American authors in the language course was dictated by the perspective of enhancing learners' appreciation for the cultural diversity inherent in native speakers of both variants of English. This approach aligns with encouraging a holistic understanding that transcends linguistic differences to foster higher-order thinking skills (HOTS).

This study will contribute insights for educators, curriculum developers, and policymakers involved in language instruction but also to offer a broader understanding of how exposure to both linguistic variants enhances students' cultural appreciation and, consequently, their HOTS. Its results will shed light on the multifaceted factors influencing the preference for either English variant and underscore the significance of maintaining a balanced and culturally rich language education environment.

Keywords: English variants, Mexican language education, university students, language variant preferences, HOTS

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- **Yoshida, Azumi & Nasu, Masako (Okayama University, Japan): *Semantic Analysis of Japanese University Students' Written Narratives in English: Focusing on the Relationship between Motivation and Learning Environment***

While most narrative studies use output data in L1, few research studies have focused on the narratives transmitted by L2 learners. Such English writings and essays, however, are worth investigating since they often express learners' authentic experiences and opinions (cf. Yoshida et al. 2022). This study attempts to identify what kind of learning environment affects Japanese learners' motivation through a semantic analysis of their narratives written in English. We also examine the features detected in their narratives. A total of 145 students at a national university in Japan wrote a 200-300-word essay on the theme "English and me." They described their learning experience or situations in which they found English was (or was not) useful. Results of the content analysis show significant differences between science and humanities majors regarding their attitudes toward the role of English in their current or future careers. Therefore, this study presents a detailed analysis of their narratives and argues that the investigation of narratives in L2 is valuable in verifying the ways in which the learning environment affects students' motivation.

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