

2021 KASELL Spring Conference on English Linguistics

Call for Papers

We are pleased to announce that the 2021 annual conference of English Linguistics will be held ONLINE, June 5, 2021, and will be hosted by the Korean Association for the Study of English Language and Linguistics (KASELL).

The conference theme is ‘The New Direction of English Linguistics Research in the Era of the Transformational Period of Civilization (Post COVID-19).’ Evidently, the pandemic COVID-19 is changing our daily lives and requires a new normal in all the fields including academic research and teaching methods which have been used in the era of the fourth industrial revolution. We highly welcome any research associated with a new direction of study of the English language and English education in the post COVID-19 era. Suggestive subjects include: (1) English linguistics and pedagogical studies in the non-face-to-face era and (2) New concepts and innovative methodologies in the field of English linguistics and pedagogical studies. We also welcome abstracts for presentation on any aspect of English linguistics and education in the field of (but not limited to) syntax, semantics, pragmatics, discourse analysis, phonology, phonetics, language acquisition, language learning, teaching, and education, corpus linguistics, computational linguistics, sociolinguistics, etc.

Invited Speakers (Topics and abstracts stated below)

- Douglas Edward Biber
Regents' Professor
Department of English
Northern Arizona University
“Complexity in L1 and L2 English student writing: The development of phrasal discourse styles”
- Randi Reppen
Professor
Applied Linguistics and TESL
Northern Arizona University
“Teaching remotely while staying connected”

ABSTRACTS

**Complexity in L1 and L2 English student writing:
The development of phrasal discourse styles**
Douglas Edward Biber

In studies of writing development, advanced academic writing is assumed to be grammatically complex, with elaborated structures (shown especially by a dense use of dependent clause structures). In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. Recent corpus-based research, however, has documented exactly the opposite patterns of use: conversation is structurally complex and

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elaborated, to an even greater extent than academic writing, especially in relation to the use of many types of dependent clauses. In contrast, the grammatical complexities of academic writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the present talk goes on to describe three corpus-based investigations of student writing development: one focused on papers written by university students across disciplines, tracking changes in grammatical discourse styles across their years of study; the second focused on the writing of L2-English students in a standardized exam context, tracking changes in their grammatical discourse styles across levels and task types; and the third tracking longitudinal patterns of change for advanced L2-English university students. In all three cases, students show dramatic development in their use of phrasal complexity devices, while in many cases showing a decrease in their use of dependent clause complexity devices. These patterns are interpreted relative to the typical patterns of use in conversation and professional academic writing, suggesting that students gradually acquire the preferred discourse styles of academic writing (often despite the overt instruction that they receive favoring the use of clausal elaboration). In conclusion, implications for academic writing instruction will be discussed.

Teaching remotely while staying connected *Randi Reppen*

This presentation will describe ways that a large section (120 students) introductory linguistics course was adapted to meet the demands of providing meaningful remote instruction through Zoom during the COVID-19 pandemic. The daunting task of teaching all aspects of an introductory linguistics course to 120 students who were living in the US and China while being taught in a synchronous online format raised many challenges, however, by the end of the semester our community of learners were thriving.

Clear examples of techniques and activities that were used to engage students will be provided, along with useful tips for course management design that increases student ease of use and engagement. Many of the lessons learned from the unexpected transition to online synchronous instruction can be productively incorporated to increase engagement once we return to face-to-face instruction. Many concrete examples and tips will be provided throughout the presentation.

Guidelines for Abstract Submission

✂ All presentations will be delivered orally in real time via Zoom

We welcome abstracts for oral presentation, workshop, and young scholar research presentation. When submitting your abstract, please follow the guidelines below:

A. Presentation

1. Oral presentations have a 25 minutes slot with 20 minute talk and 5 minute Q & A session. A presentation abstract should be a summary of your research (limited to 500 words)
2. Label the file as follows: your name(s)_date.docx.

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- Note: On a separate page of the file, provide the general information about the presentation and presenter(s) as follows:

Example

- Presentation Language: English
- Presenter (Korean / English): 김00 / O.O. Kim
- Affiliation / Nationality: 000대, 대한민국 / 000000 Univ., Republic of Korea
- Presentation Title: The Roles of Vocabulary Knowledge and Syntactic Awareness in Korean Middle and High School Students' English Reading Comprehension
- Email address/phone number: eu*****1@****com/ 010-0000-0000
- Research Area (Select one)
 - Phonetics and Phonology ()
 - Syntax and Morphology ()
 - Semantics and Pragmatics ()
 - English Education and Applied Linguistics (✓)
 - Sociolinguistics, Discourse Analysis ()
 - Computational Linguistics, Corpus Linguistics, etc. ()

B. Workshop

- The aim of the conference workshops is to emphasize emerging topics not specifically covered in the main symposia. Proposals for workshops are welcome to provide additional venues for discussing novel ideas and recent results of research in progress.
- A workshop proposal should include a short description about the workshop with the title, topic, format, duration, number of participants, etc. (limited to 400 words)
- Label the file as follows: workshop_your name(s)_date.docx.
- Provide the general information about the presentation and presenter(s) following the example above.

C. Young Scholar Research Presentation

- The aim of the young scholar research presentations is to recognize original contributions made by young scholars in the field of English Linguistics. We welcome the presentation of the doctoral dissertation by a young scholar who has obtained a doctoral dissertation within the last year. The abstract of the dissertation should be submitted.
- Label the file as follows: youngscholar_your name_date.docx.
- Provide the general information about the presentation and presenter(s) following the example above.

Important Dates

- Deadline of abstract submission: April 30, 2021
- Notification of acceptance: May 5, 2021

Please send the abstract and all inquiries to kasell.conference@gmail.com.