

content analysis was adopted to analyze the data from a qualitative perspective. The findings revealed the common types of grammatical error committed by participants and the frequency of their occurrence in learners' compositions. The misuse or omission of prepositions was a common error that was found. Other significant errors were subject-verb agreement, missing articles, third-person pronouns, auxiliaries and misordering. Pedagogical implications for teaching are discussed in terms of providing remedial action to ensure effective teaching of these grammar components in high school EFL writing classrooms.

SIG: Learner Development

Online Video Session

Learner Beliefs of Japanese Exchange Students Learning English in Finland

Yuri Imamura, Riitta Kelly

The number of students studying abroad has been increasing in Japanese higher education. These learners use English to survive and thrive, and they encounter other English users in authentic situations while studying abroad in countries such as Finland. Personal narratives of Japanese university students studying English have been explored (e.g., Sakui & Cowie, 2008), and both Ryan (2009) and Yashima (2009) have examined the L2 self and motivation of learners of English in Japan. However, more research on Japanese students' narratives and language learning motivation while studying abroad in non-English speaking countries is needed. This qualitative case study focuses on the learner beliefs of four Japanese exchange students at a university in Finland. The data consist of the students' language portraits, drawings, and interviews carried out in Japanese. We use Busch's (2017) method of gathering data with language portraits, where learners draw themselves or visualise the languages they use. Key issues discussed include the students' linguistic backgrounds, how they saw themselves as learners of English, and their learning goals during their stay in Finland. This presentation shows how language portraits can be used to increase our understanding of students' learner development whilst studying abroad.

SIG: Learner Development

Online Video Session

Socio-pragmatic Awareness in Learners of Italian as a FL

Andrea Civile (アンドレア・チヴィーレ)

Each of us has a significant experience to report after the pandemic, but there is something we all have learned: we need other people and we need to communicate with each other effectively. This is particularly true when we need to use a foreign language. Still, the paradox is that, even if we have adapted to the "new normal" in the past two years, we have not changed so much the way we learn languages, continuing to insist, to some extent, with the deductive study of the grammar, leaving aside the sociopragmatic dimension. This presentation will try to outline insights from a Ph.D. research project on the development of sociopragmatic awareness in learners of Italian as a FL and, more specifically, on how to help them adapt to the Italian sociocultural context less traumatically. The target is a group of international students going to Italy for academic purposes: in the first phase, participants responded to an online questionnaire to report their perceptions about the appropriateness of some pragmatic acts in which they are likely to be involved; in the second phase, some of them participated in OER-based online classes designed to stimulate them to consider some in-context language uses.

SIG: Pragmatics

Online Video Session

A Longitudinal Study of Argumentative Writing Ability among English Majors

Daniel O. Jackson

This presentation will focus on the development of first-year English majors' argumentative writing abilities over one academic year. Argumentative writing involves supporting a claim with evidence. Such writing promotes students' critical thinking skills, as well as success when taking advanced coursework and standardized tests. Previous research has demonstrated growth in argumentative writing ability in EFL settings. The present study aimed to: (1) replicate these previous findings and (2) explore the advantages for instruction of using an analytic scoring rubric to assess student writers' arguments. Seventeen students from one class wrote three timed essays in response to counterbalanced prompts in April, December, and January. Their essays were scored using the Analytic Scoring Rubric for Argumentative Writing (Stapleton & Wu, 2015). Regarding writing development, a repeated-measures ANOVA with post-hoc tests showed a