



WARWICK

APPLIED LINGUISTICS



# 21st Warwick International Conference in Applied Linguistics (WICAL 2018)

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## *Abstract booklet*

27<sup>th</sup> – 28<sup>th</sup> June 2018

Ramphal Building

*Organised by,*

**WICAL 2018 Team,**

**Centre of Applied Linguistics,**

**University of Warwick**

For further information, reach us at

<https://warwick.ac.uk/fac/soc/al/research/conferences/wical2018/>

Email: [wical2018@warwick.ac.uk](mailto:wical2018@warwick.ac.uk)

Facebook: @wical2018

Twitter: #wical2018



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## WELCOME NOTE



A very warm welcome to our 21st conference – now named the Warwick International Conference in Applied Linguistics (WICAL)! Research in Applied Linguistics covers a wide range of topics, and in our conference, we particularly focus on those that relate to our department's three main research groups: Language Learning, Teaching and Assessment (LLTA), Professional and Academic Discourse (PAD) and Working and Communicating across Cultures (WACC). This year, we have two distinguished keynote speakers who will be exploring these areas from different angles and I'd like to convey a particularly special welcome to them and express our thanks to them for taking the time to speak at our conference.

Over the 21 years of hosting this conference, we have had great successes and exciting developments, all of which have laid an excellent foundation for this current conference as well as future conferences. Being a 'conference by students for students', WICAL provides a valuable, international platform for both undergraduate and postgraduate students to showcase their research, share their ideas with and inspire each other. I wish everyone a rewarding and enjoyable few days, not only discussing your research but also building new friendships!

*Professor Helen Spencer-Oatey, Director*

*Centre for Applied Linguistics, University of Warwick*

## WELCOME NOTE



It is our great pleasure to welcome you to the 21<sup>st</sup> Warwick International Conference in Applied Linguistics.

We are proud to bring you a great synergy of expertise from internationally renowned researchers and pioneers in applied linguistics, education and politics through our keynote speakers. Special conference workshops and symposiums throughout the conference are focused on addressing the current and future trends and challenges in scientific research, language teaching development, and intercultural communication. The conference aims to provide graduates and current students with a vibrant, supportive and stimulating environment for learning about planned and ongoing research activities; and it also provides networking opportunities for researchers from different disciplines and institutions.

Finally, I would like to sincerely thank our generous sponsors and the staff members of the Centre for Applied Linguistics for helping with this important event. Also, I would like to express my deep gratitude to the committee members of WICAL 2018 and Dr. Daniel Dauber and Dr. Katharina Lefringhausen, the Finance Officer and the Centre Advisor for their support and availability in helping manage the busy schedule of the conference.

*Ho Yi, LEUNG (Pinky)*

*Chair, the 21<sup>st</sup> WICAL Organising Committee*

## CONFERENCE PROGRAMME - DAY ONE (27<sup>TH</sup> JUNE, 2018)

Time	Event	
8.30 – 8.55	<i>Registration</i> <b>(R1.13, Ramphal Building)</b>	
9.00 – 9.30	<b>Conference Opening (R1.13)</b> <b>Prof. Helen Spencer-Oatey</b> (Director, Centre for Applied Linguistics)	
9.30 - 10.30	<b>Keynote 1 (R1.13)</b> <b>“Windows into the mental lexicon: Vocabulary research            and its application to real world challenges”</b> <b>Prof. Tess Fitzpatrick</b> (Swansea University, Chair of the British Association for Applied Linguistics)	
10.30 - 10.45	<b>Coffee break</b>	
	<b>Room R1.15</b>	<b>Room R1.04</b>
10.45 – 11.15	Secondary English Teachers' Beliefs and their Implementation of the Pedagogical Recommendations in the National Curriculum 2012 in Bangladesh: A Qualitative Investigation <b>Bijoy Lal Basu</b>	English as an Additional Language for Arabic-speaking Children in Sheffield Primary Schools: Bridging the Gap between the Schools and Families <b>Wagdi Gabreldar Mahil Abdallah</b>
11.20 - 11.50	Learners' Engagement with Written Corrective Feedback (WCF) and L2 Writing Skills Improvement: A Study from a Saudi Arabian University <b>Nadia Alshahrani</b>	Chinese university students' simultaneous foreign language learning motivation: a multi-case study of Japanese majors <b>Zi Wang</b>
11.55 - 12.25	Translanguaging: The Role of the L1 in EFL in Argentina <b>Milena Altamirano</b>	HE Spanish Teachers' Mediation Practices <b>Isabel Cobo Palacios</b>
12.30 - 13.00		Understanding Shifts of the Vocabulary Learning Strategies of Malaysian Sojourners in UK <b>Afiqah Ab Rahman</b>

13.00 – 13.55	<b>Lunch</b>	
	<b>Room R1.15</b>	<b>Room R1.04</b>
14.00 – 14.30	<p>Representations of pragmatic competence in Chinese secondary school ELT textbooks</p> <p style="text-align: center;"><b>Fengzhi Wang</b></p>	<p>A particular Mexican identity. A case study of bilingual children in Nayarit, Mexico</p> <p style="text-align: center;"><b>Rosalia Ramirez</b></p>
14.35 - 15.05		
15.10 - 15.40	<p>Light, camera, action! How digital videos can enhance teacher development</p> <p style="text-align: center;"><b>Cecilia Rodrigues Griffiths</b></p>	<p>“It’s really unique in that they have their own kind of psychology”: Using Discursive Psychology to explore the use of “Nihonjinron” by international students</p> <p style="text-align: center;"><b>Philippa Carr</b></p>
15.40 - 15.55	<b>Coffee break</b>	
16.00 – 17.00	<p><b>Workshop 1 (R1.13)</b></p> <p><b>“First Steps towards Achievable Action Research”</b></p> <p style="text-align: center;"><b>Bushra Ahmed Khurram</b></p> <p>(Centre of Applied Linguistics, University of Warwick)</p>	
17.00 -	<p><b>Drinks reception featuring music from CAL band</b></p> <p><i>(Followed by optional dinner)</i></p>	

## CONFERENCE PROGRAMME - DAY TWO (28<sup>TH</sup> JUNE, 2018)

Time	Event	
9.00 – 10.00	<b>Keynote 2 (R1.13)</b> <b>“Why Should the World Control Us? Ethical Considerations of Research and Working with Refugees”</b> <b>Reem Doukmak</b> (Doctoral Researcher at the University of Warwick, Centre of Applied Linguistics)	
10.00 - 10.15	<b>Coffee break</b>	
	<b>Room R1.15</b>	<b>Room R1.04</b>
10.20 – 10.50	How do university students use mobile technology in face-to-face social interaction in group revision sessions? <b>Helena Wall</b>	
10.55 – 11.25	Doing It By The Book: Exploring tensions between classroom practice & classroom agents’ beliefs towards grammar instruction <b>Tom Flaherty</b>	
11.30 - 12.00	Using Online Games to Teach ESOL Learners at The University of Warwick <b>Nusrat Gulzar</b>	How ideology changes contemporary cultural values in modern China: From presenting humility to avoiding humility <b>Yang Yang</b>
12.00 - 13.00	<b>Workshop 2 (R1.13)</b> <b>“Analysing Images: A Multimodal Approach”</b> <b>Suha Alansari</b> (Centre of Applied Linguistics, University of Warwick)	
13.00 – 14.00	<b>Lunch</b>	

	<b>Room R1.15</b>	<b>Room R1.04</b>
14.05 – 14.35	Crucial factors which have an impact on second language acquisition <b>Michela Day</b>	Doctoral researchers abroad: negotiating language and identity in a multilingual context <b>Mary Stafford</b>
14.40 – 15.10	Mentoring In-Service Teachers Doing Classroom-Based Research Projects in Chile: The Mentors' Perspective <b>Claudia Bustos Moraga</b>	Using Discursive Psychology to explore talk about the presence of the super-rich in London <b>Philippa Carr</b>
15.15 - 15.45	Best practices in Normales and Public Universities in Mexico: Student and Teacher's perceptions towards the teaching practicum, a case study. <b>Martha Vivar</b>	Introduction of Research Articles in Applied Linguistics by Indonesian and English Academics: a Rethorical Style Analysis <b>Udi Samanhuji</b>
15.50 - 16.20	Peer tutoring in Higher Education in Mexico: A strategy for Language Learning <b>Janeth Sanchez Aguilar</b>	Personality Traits as Indicators of the Development of Intercultural Communication Competence <b>Faris Allehyani</b>
16.25 - 16.40	<i>Coffee break</i>	
16.40 – 17.40	<b>Workshop 3 (R1.13)</b> <b>“Getting Your Research Noticed through Screencast Videos”</b> <b>Jo Gakonga</b> (Centre of Applied Linguistics, University of Warwick)	
18.00 -	<i>Optional Conference Dinner</i>	



## SPEAKERS

### *KEYNOTE SPEAKERS*

Day One, 27<sup>th</sup> June, 2018



Professor Tess Fitzpatrick  
(Swansea University, Chair of the British Association for Applied Linguistics)

### **"Windows into the mental lexicon: vocabulary research and its application to real world challenges".**

"This talk starts by considering word knowledge and retrieval in the context of second language vocabulary research, focusing on lexical models that include notions of activation, automaticity, and the organisation of lexical networks. These models have inspired the development of a "word association" framework for investigations of lexical behaviour. The framework accounts for the hypothesis that word retrieval is not only dependent on quality of word knowledge but also on 'pathways' in the mental lexicon.

Research is then presented that examines association and retrieval data from language learners, and this is interpreted in order to tease apart group patterns from individual behaviours. Following this, three studies are discussed that have applied word association techniques to investigations beyond the second language acquisition context: these studies focus on vocabulary retrieval in healthy ageing, in semantic dementia, and in health communication.

The talk concludes by scrutinising word association methods and the assumptions underlying them, and by re-evaluating the contribution of word retrieval research to models of vocabulary knowledge."

**Day Two, 28<sup>th</sup> July, 2018**

Reem Doukmak

(Doctoral Researcher at the University of Warwick, Centre of Applied Linguistics)

**“Why Should the World Control Us?”****Ethical Considerations of Research and Working with Refugees**

The refugee crisis has been spilling over the borders of countries witnessing war, violence and persecution. Every two seconds, a refugee becomes displaced (UNHCR June 2018). More than half the Syrian population were forcibly displaced internally or worldwide over the past seven years. The response to the refugee crisis has been scant and questionable when it happens. This paper explores the impact of some local interventions of doing research and working with Syrian refugees in Turkey and the UK. The overarching debate which emerges when carrying out these interventions entails attention to ethics, representation and agency for both the host and refugee populations. The paper provides scenarios for thought on common ethical dilemmas encountered in the process of research and day to day work with refugees. By doing so, the paper invites key stakeholders to consider local versus global implications which shape our understanding of the refugee crisis in the first place and our role in disseminating good practice of working with refugees depending on the current context. The ethnographic lens and liminality analysis adopted in this paper capture the complexity of the situation and the need for researchers and aid providers to actively engage with other disciplines to correspond to the rising needs of refugees and to alleviate their suffering where possible, all within ethical practices.

**WORKSHOP SPEAKERS****Day One, 27<sup>th</sup> July, 2018**

Bushra Ahmed Khurram  
(Centre of Applied Linguistics, University of Warwick)

**Methodology Workshop: First steps towards achievable action research**

Action Research (AR) is a form of 'disciplined enquiry' (Calhoun 1994) that simultaneously focuses 'on action and research' (Burns 2005: 58). AR is undertaken in response to a perceived problem, puzzle or question to 'bring about improved practices, as part of the research process' (Lomax 1995: 50). In the AR community there is a general agreement that AR is about 'taking action to improve practice, and finding things out and coming to new understandings, that is, creating new knowledge' (McNiff & Whitehead 2012: 10). This interactive, activity based session offers theoretical and practical opportunities for understanding the process of starting and conducting an action research project. First, the session offers a brief introduction to the fundamentals of action research as well as outline its core characteristics. Then, it provides guidance and advice on practical steps. Next, it will explore how to find a focus for carrying out this type of research, how to examine the social context to understand the field of action, how to narrow the focus and define the scope of action research, and implement and evaluate action steps. Taken as whole, the session will help the participants focus particularly on what might be involved and therefore will help consider how to plan and implement a successful action research project.

## References:

- Burns, A. (2005) Action research: an evolving paradigm? *Language Teaching* 38, (2), 57-74.
- Calhoun, E. F. (1994) *How to Use Action Research in the Self-Renewing School*. Alexandria: ASCD.
- Lomax, P. (1995) Action research for professional practice. *British Journal of Inservice Education* 21 (1), 49-57.
- McNiff, J. and Whitehead, J. (2012) *All You Need to Know about Action Research* (2nd ed). Thousand Oaks, California: SAGE.

## Day Two, 28<sup>th</sup> July, 2018

Suha Alansari

(Centre of Applied Linguistics, University of Warwick)

### **Images as Data: A Social Semiotic Frame for Analysing Images**

#### **Rationale:**

Social science researchers considering images in their data need a systematic analytical framework for analysing images, one that accounts for more than just the role of perspective, which has been the traditional emphasis in the interpretation of images. Semiotics, the study of signs, and its recent offshoot, multimodality, offers a wealth of resources that can answer this need.

**Learning Objective(s):** Discuss epistemic positions on images; Identify image resources; Use multimodal structures in analysing images.

#### **Overview:**

This workshop will assist attendees in the analysis of images with a focus on still images. A multimodal analysis will be explored as a systematic way to arrive at meaning in images. Tools will be shared.

#### **Abstract Details:**

The abundance of images made possible by the rapid technological advancements makes images both an attractive and a convenient option as data for social science researchers. Nonetheless, analysing images often proves a challenging endeavour for these researchers. Away from subjective approaches common in some humanities disciplines, multimodality, based on a longer tradition of semiotics, offers systematic frames for image analysis. This workshop will use samples and case studies for what a multimodal analysis can provide. It will help attendees to reflect on their relationship to their collected visual data. Attendees will identify the resources in their images and will be introduced to analytical frames for these resources. They will participate in group exercises where analysis is attempted through an application of these frames.

#### **Workshop Interactivity:**

Workshop will be interactive with examples, case studies and group exercises.

**Day Two, 28<sup>th</sup> July, 2018**

Jo Gakonga  
(Centre of Applied Linguistics, University of Warwick)

**Getting your research noticed with screencast videos**

As a postgraduate student, you put a lot of time, effort and energy into your research and you probably want it to have a positive impact on the wider world. Obviously, the primary and most prestigious way to do this is through papers published in academic journals or chapters in edited volumes, but social media is changing the goalposts, both with specifically academic sites such as Researchgate.net and other, more general platforms such as YouTube. If you want to disseminate your research to a wider audience and to raise your profile, getting your work ‘out there’ is a good idea.

I have been making screencast videos over the past seven years and have almost a million hits on the YouTube channel which is connected to my online teacher training site ELT-Training.com. By YouTube standards, this is a tiny audience, but my experience is that doing this can bring great satisfaction, contact with like-minded people from across the globe and also has the potential for improving employment opportunities.

Screencast videos are made using software such as Camtasia or Screencast-o-matic that capture whatever is on your computer screen with the addition of an audio or webcam-based voice-over. They are technically easy to make, and you don’t need a lot of expensive equipment, but it is a form of communication and there are some tips and tricks that will make the final product more effective. Whilst I continue to learn about this medium, making videos over a period of time has given me the opportunity to reflect on the process and in this interactive workshop we will explore what makes a great screencast video and how you can use social media to publicise your research and get noticed.

Please bring your own device – this will definitely be a hands-on end to the conference.

## HOW DO I CONNECT TO THE WIRELESS NETWORK AT WARWICK?

### 📶 EDUROAM

For those **visiting from another academic institution** that participates in the eduroam service, the eduroam wireless network service is available across the campus at Warwick.

Users log-in using their normal IT account as issued by their home institution. There is no need to have a Warwick IT account or to make any special arrangements with Warwick IT Services.

If users find they are unable to log-in, they should contact their own institution for advice.

For more information on the use of eduroam, on and off campus, please visit:

<https://warwick.ac.uk/services/its/servicessupport/networkservices/wifi/eduroam>

### 📶 WARWICK GUEST

**Conference guests and visitors to the campus** can use the free Warwick Guest wireless network anywhere on campus. This operates on a self-service basis, much like public wireless networks in cafes and airports.

Although there is no charge, users must register for an account and agree to the terms of use in order to use the network facilities. Users can register using a web browser on their wireless device and a password will be sent to their mobile phone as an SMS text message.

For more detail about connecting your device to Warwick Guest, please click visit:  
[khttps://warwick.ac.uk/services/its/servicessupport/networkservices/wifi/how/warwick-guest/](https://warwick.ac.uk/services/its/servicessupport/networkservices/wifi/how/warwick-guest/)

Access to these services are subject to the [University's Information Security Policy](#) and the [JANET acceptable use policy](#).

**Users with a Warwick IT account should not use the Warwick Guest service.**