



17th

WARWICK INTERNATIONAL POSTGRADUATE CONFERENCE

Date

24-25 JUNE 2014



The Centre for
Applied Linguistics

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Abstract Booklet

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“The beginning is the most important part of the work”
– Plato

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Welcome Notes

Hello all, and welcome to the 17th Annual Warwick International Conference In Applied Linguistics. It is our privilege to host students from all over the globe who have come to Warwick in order to present their research and to receive feedback from their peers. You will also have the opportunity to listen to some of the leading researchers the fields of English Language Teaching, Professional and Academic

**“Reading maketh a full man;
conference a ready man;
and writing an exact man.”**

– Sir Francis Bacon

Discourse, and Working and Communicating Across Cultures. This year we have had more abstract submissions than ever before. If you are one of the presenters, then good luck, and we hope to hear all about your recent research.

During your two days at the conference you will be treated to academic workshops presented by some leading figures in their

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respective fields. On the evening of the first day there will also be the opportunity to network with other researchers in your field whilst listening to the dulcet tones of our conference's very own band; Emergent House Orchestra, led by the musical stylings of Dr. Malcolm MacDonald. This will be followed by a dinner at one of our campus restaurants, Xananas.

Day two of the conference will begin with a brief welcome address by the Head of the Centre of Applied Linguistics, Professor Helen Spencer-Oatey. Then will begin a talk by one of plenary speakers, Professor Martha Meznevski, pre-eminent researcher in organisational behaviour, with a particular focus on the role of culture. Soon after this we will have some smaller, simultaneous presentations. Please take a look at the conference schedule, and abstracts, to decide which presentations pique your interest.

Lunch will be in the main atrium, and soon after the poster presentations will begin. Please take a look and listen to our poster presenters as they talk about their research.

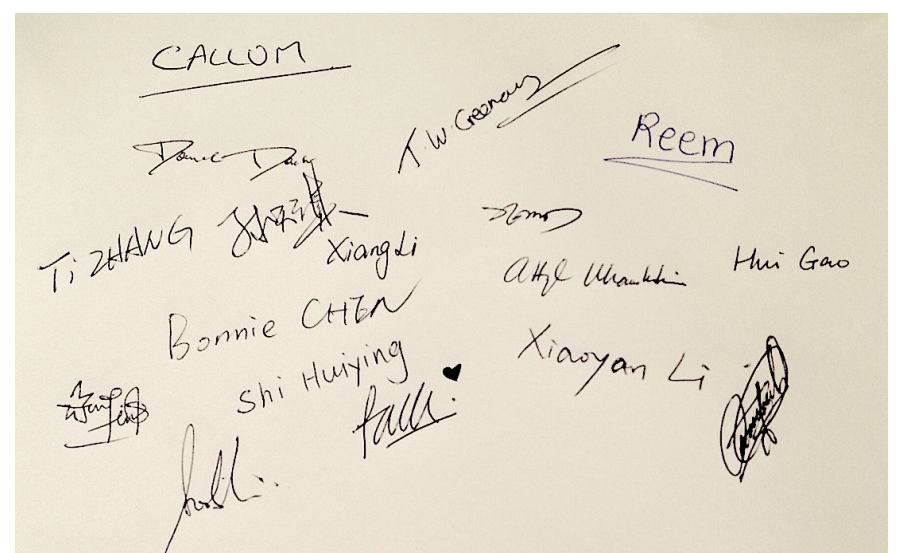
In the afternoon we welcome our other renowned plenary speaker, Professor Steve Walsh, whose research focus is on

classroom discourse. This will be followed by more simultaneous presentations, for which, once again you should consult the conference schedule and abstract booklet in advance in order to decide which presentation you wish to attend.

After the last presentations please head to the main atrium for a raffle, prize giving, and the presentation of certificates for all of the presenters.

We hope that you will have a wonderful and engaging time at this conference. Members of our On-site Team will be available at any time if you have a question or need any help.

Regards from the Conference Team,



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Conference Schedule

“I am definitely going to take a course on time management... just as soon as I can work it into my schedule.”

– Louis E. Boone



June 24th, Day 1

Please note that Conference Workshops will be in R0.21 (Ramphal Building)

Time	Event
08:30am -	Registration (Main Atrium)
08:55am -	Chair Brief Announcements (R0.21)
09:00am -	
09:00am -	<i>Ema Ushioda</i>
10:20am	Cherry-picking and Anecdotalism: How Not to Report Research
10:20am -	Coffee Break
10:35am -	
10:35am -	<i>Janet Holmes</i>
11:55am	How do we research workplace talk?
11:55am -	Lunch
1:15pm -	
1:15pm -	<i>Kevin Morrell</i>
2:35pm	Conceptualizing The PhD: Myths, Tips and Strategies



2:35 pm
-
2:50 pm

Break

2:50 pm
-
4:10 pm

Johannes Angermuller
**The Social Dimension of Language:
Analysing Polyphonic Discourse**



4:10 pm
-
4:25 pm

Coffee Break

4:25 pm
-
5:45 pm

Sophie Reissner-Roubicek
**Discovering the dynamics of groupwork:
Different approaches for analysing student
interaction**




6:00 pm

**Drinks Reception (Main Atrium) including exclusive musical entertainment by
Emergent House Orchestra
followed by Dinner at Xananas**

9:00 am – 9:25 am	Registration (Ramphal building, main atrium)			
9.25 am – 9.30 am	Chair Brief Announcements (R0.21)			
9:30 am – 9:40 am	Welcome Address (R0.21) Prof Helen Spencer-Oatey			
9:40 am – 10:40 am	Plenary Speaker (R0.21) Prof. Martha Maznevski Cultural friction, flow and turbulence: The role of within-culture heterogeneity			
10:40 am – 10:50 am	Dr. Emma Smith (R0.21) Research Skills Support			
10:50 am – 11:05 am	Coffee Break (main atrium)			
Room	R1.04	R1.13	R0.14	R1.15
11:05 am – 11:25 am	WACC Session Marina Ruiz Tada Facebook Statuses of Babies: Japanese-English Bilinguals Membership Categories	ELLTA Session Reem Doukmak Learning Justifies the Interaction: An Insight into Refugee Learning Experience and Teachers' roles in Creating Interactional Space	WACC Session Sharon Creese Neology - A Function of Youth?	ELLTA Sessions Diego Cajas Quishpe Characterising and evaluating the perceptions and responses of higher education institutions to recent language policy change: A Ecuadorian case study
11.30 am – 11.50 am	PAD Session Zuleyha Unlu A grounded study of classroom feedback interactions on EAP writing	ELLTA Session Seyedeh Saeedeh (Ide) Hagi Audio Listening Tests or Video Listening Tests: Which One Is Fit for Purpose?	ELLTA Session Betul Khalil Exploring how the concept of teacher autonomy is understood in lower secondary schools in Turkey with respect to English language teaching	WACC Session Mahmudul Shah Bangladeshi Students' Speech Problem Faced in the Multilingual Community of London: A Case-Study of Language Shock

Room	R1.04	R1.13	R0.14	R1.15
11.55 am – 12.15 am	WACC Session Jennifer Gray First experiences: the ideological becoming and perception of nativship of novice non-native Romance language teaching assistants.	ELLTA Session Abdul Karim Al-Sayed The mother tongue and its role in the English language classroom: A neglected resource in EFL classes in Saudi Arabia	ELLTA Session Samar Almoossa IELTS, CEFR and Academic Success.	WACC Sessions Thomas Greenaway Teamwork at University - A Neglected Enterprise?
12.15 pm – 1.15 pm	Lunch (main atrium)			
1.15 pm – 1:45 pm	Poster Session (R0.14)			
	Yuening Yang A Study on the Perception of “Chinglish” Accent and Its Pedagogical Implication. ELLTA	Cheryl Mahmoud From Shahada to Akhirah’ British Female Muslim Reverts’ Journey through Islam: An Analysis of Language as a Marker of Islamic Identity. WACC	Naji Alyami Vocabulary learning strategies used by undergraduate L2 learners. ELLTA	Louise Rolland The Role of the Interpreter in Psychotherapy: Different Professional Perspectives. WACC
	Erkan Kulekci Exploring different dimensions of ‘authenticity’ in English language classrooms. ELLTA	Khalid Ziad An Evaluation of Grammar Teaching and Learning in the Algerian Secondary School Curricula ELLTA	Michelle Evans English for Academic Purposes in Vietnam ELLTA	Dasha Zhurauskaya A critical thematic analysis of York’s Hidden Stories. WACC
	Caitlin Gdowski Saeede Haghi Santi B. Lestari Formative Assessment Tasks for Assessing Receptive Skills in the Language Classroom Booklet. ELLTA	Michael Thomas Witten Areli Nailea Flores Garcia Elizabeth Flores Salgado A Multimodal Analysis of Classroom Social Structures and Differentiated Opportunities for Learning: Peeking inside a Mexican EFL Classroom. ELLTA		Rezvan Rashidipourfard Teacher Students Learning and Development through blogging. ELLTA

1.45 pm - 2.45 pm	<p>Plenary Speaker (R0.21) Prof. Steve Walsh</p> <p>Analysing university spoken interaction: a CL/CA approach</p>	
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2.45 pm - 3.00 pm	<p>Coffee Break (main atrium)</p>
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Room	R1.04	R1.13	R0.14	R1.15
3.00 pm - 3.20 pm	<p>WACC Session</p> <p>Lorraine Mighty</p> <p>Reflections on studying in the UK : A case study of the UK learning and teaching experiences of international students on dual degree programmes</p>	<p>ELLTA Session</p> <p>Summaira Sarfraz</p> <p>Effectiveness of ICT Tool for the Enhancement of Emotive Vocabulary of the Non-Native Speakers of English Language- A Corpus- Based Analysis</p>	<p>ELLTA Session</p> <p>Bushra Ahmed Khurram</p> <p>Promoting metacognition of reading strategies in an ESL University Context</p>	<p>ELLTA Session</p> <p>Bimali Indrarathne</p> <p>Relationship between unenhanced written language input noticing and working memory capacity</p>
3.25 pm - 3.45 pm	<p>ELTTA Session</p> <p>Saud Alenezi</p> <p>Do the EFL reading texts at secondary stage and preparatory year prepare the EFL Saudi students for their university studies?</p>	<p>ELLTA Session</p> <p>Shadan Roghani</p> <p>Using lexical generation tasks in testing productive vocabulary size</p>	<p>ELLTA Session</p> <p>Maria-Jesus A. Inostroza</p> <p>Challenges and strategies when teaching English to Chilean Children</p>	<p>WACC Session</p> <p>Lou Harvey</p> <p>Talking with and talking to research participants: Reflections on a dialogic interview methodology</p>
3.50 pm - 4.20 pm	<p>ELLTA Session</p> <p>Roy Wilson</p> <p>The PTE Academic Score Profile and Student Performance at University – Case study of four students from ‘the outer circle’</p>	<p>ELLTA Session</p> <p>Lan-Ting Huang</p> <p>Oops! There is an error! What should teachers do when learners make errors in an EFL lesson?</p>	<p>ELLTA Session</p> <p>Bixi Jin</p> <p>Use of lexical verbs of Chinese novice science researchers: a multiple case study</p>	<p>WAC Session</p> <p>Li Xian</p> <p>The Changing Nature of Chinese complementary schools in the UK</p>

4.10 pm - 4.25 pm	Best Poster Award (main atrium)			
Room	R1.04	R1.13	R0.14	R1.15
4.25 pm - 4.45 pm	<p>ELLTA Session</p> <p>Ana Carolina de Laurentiis Brandao</p> <p>Stories of pre-service EFL teacher identity formation in a Brazilian teacher education program</p>	<p>WACC Session</p> <p>Mashael Alanazi</p> <p>Arabish in Saudi Online Written Communication: A Sociolinguistic Study</p>	<p>WACC Session</p> <p>Dingding Jia</p> <p>Intercultural competence of Chinese teaching assistants in the US</p>	<p>ELLTA Session</p> <p>Fan-Wei Kung</p> <p>Re-exploring the Teachability of Authentic Materials from Asian Tertiary Teachers' Perspectives</p>

4:50 pm	End of programme: raffle, prize giving, and presentation of presenter certificates (main atrium)
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4



Working and Communicating Across Cultures

“We should be focusing on building the things that don't exist.”

– Larry Page, co-founder of Google



WACC Paper Abstracts



Facebook Statuses of Babies: Japanese- English Bilinguals Membership Categories.

Marina Ruiz Tada

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This study examines the interactional processes between Japanese-English multicultural and multilingual speakers in online conversation on social networking technologies (SNS), specifically the interfaces between multimodality and multilingualism. These SNS's have given rise to instances where interactants post short texts as cue for conversation, and allowing comments by other members in their virtual networks, creating a truly multilingual space for the case of many bilingual users. Furthermore, we must consider the ways in which the sharing of various links, pictures, texts, and videos contribute to bilingual discursive practices in online spaces. We must also consider the conditions of production of these texts, for instance, whether the conversation is asynchronous or synchronous, although these conversations are happening faster than before due to mobile access to the Internet. In addition, this study shows how these modalities and conditions that these websites allow, such as differences in orthography, are used by interactants to align and disalign with various memberships that emerge within the text. In particular, I discursively examine three Facebook statuses of babies that Japanese-English bilinguals posted that created conditions for respondents to either show affiliation or disaffiliation. This study particularly focuses on how various linguistic choices and what kinds of modalities contribute to the co-construction of conversation between interactants. Therefore, this study views media affordances as important and creative tools for bilinguals to shape conversational pragmatics and display their various affiliations in identity.

Bangladeshi Students' Speech Problems Faced in the Multilingual Community of London: A Case-Study of Language Shock.

Mahmudul Shah

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Teamwork at University - A Neglected Enterprise?

Thomas Greenaway

University of Warwick

The origin of language shock belongs to the difference between the language of books and the language of real-life situations. High dependency on textbooks for learning English as a second language brings the communicative competencies of Bangladeshi students, who come to London for higher education, into question at an international level. Due to heavy emphasis on grammar and literature, they grasp a very good command of the structural usage of English for academic purpose when they study at a university level. Yet, when they try to communicate at an international level in a cosmopolitan city like London, difficulties arise in their verbal communication. They face a shocking situation with their competencies of English language thinking that whatever they have learnt from books bears a little practical value in the real life: an experience of language shock due to the ignorance of English usage in the context of London. This paper critically examines how language shock originates and affects Bangladeshi students in London. It will present the findings of a pilot study which indicates the academic achievements in English medium from a non-native English-speaking country does not necessarily indicate ones communicative proficiency in English. The methodology of my pilot-study includes questionnaires and interviews. It represents that the students are more comfortable in verbal communication in academic contexts than in real-life situations but the limitations in verbal communication beyond the academic zone can be minimized by language awareness including the local usage and interpretation of words. Therefore, I will discuss possible implications for teaching which arise from the findings of this research.



In the jobs market international businesses frequently tout the need for graduates with experience of working in multicultural teams. In response to this many universities have endeavoured to create "International Campuses." With students from many different countries, living and working together in close proximity surely fosters an intercultural outlook that employers are looking for. Unfortunately the reality is quite different, with students electing to self-segregate into cultural groups and reluctantly participating in multicultural teamwork. Recent studies have shown that some students actively avoid working in multicultural teams. At the same time students who have negative experiences of teamwork continue to view it negatively. This presentation firstly will look at what is currently being done by universities to foster improved levels of interaction when students are working in multicultural teams. Then it will detail a proposed study at a UK university for researching teamwork interaction through a mixed methods research design, with the following research questions: What are student's attitudes towards multicultural teamwork? How does intercultural teamwork take place at university? What are the lecturers and students expectations of teamwork projects? This is as far as the study has progressed and I, the researcher, would welcome feedback from the audience as to how to improve the research design and also whether there are other issues surrounding multicultural teamwork at university that have not been considered.

Talking *with* and talking *to* research participants: Reflections on a dialogic interview methodology.

Lou Harvey

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University of Leeds

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This presentation offers reflections on the methodology developed for my doctoral study, a dialogic approach to research interviews based on the work of M. M. Bakhtin. My doctoral thesis is a qualitative study of six UK-based university students' motivation for learning English, in which I have conducted four interviews with each participant over a period of 15 months. As part of my methodological framework, I sought a means of ethically accounting for the relationships between participants and myself, and for the co-constructedness of the data generated. Drawing on Bakhtin's concepts of dialogism and polyphony, I constructed a research design that would facilitate active co-theorising by allowing me to talk with as well as to participants; a design which involved them in the process of the research and affirmed their 'independence, internal freedom, unfinalizability, and indeterminacy' (Bakhtin 1984a: 6). To reflect on this process, I will briefly present the Bakhtinian theory which has been fundamental to the development of this design, and outline the design itself. I will then share extracts to illustrate the explicit co-constructedness of the data, demonstrating how the process of active co-theorising brought participants to reflection and self-awareness. I thus illustrate how my dialogic interview methodology represents participants' experience in a way both recognisable to them and satisfactory to the demands of academia; how it offers a more collaborative approach to qualitative research interviews; and how it offers an honest and ethical account of relations between participants and myself.

Neology - A Function of Youth?

Sharon Creese

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This paper discusses the role of young people in the creation of new words in differing English varieties (UK, USA, Australia and New Zealand), using data collected in a pilot study of the changing relationship between dictionary compilation and language change (Creese 2013). The pilot study investigated the role of dictionaries as active drivers of language change, rather than simply as reflectors of that change. Neologisms are generally created to fill lexical gaps (Janssen 2013), naming new concepts or products, often technological in nature. In many cases, it is young people who adopt these terms and spread them from their initial sphere of use into the wider lexicon. This pilot study aimed to determine whether anecdotal evidence that young people are actually responsible for creating many neologisms (see for example Quenqua 2012) could be proven, or whether they simply act as vectors for their distribution and growth.

Intercultural competence of Chinese teaching assistants in the US.

Dingding Jia

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International teaching assistants' intercultural competence is one of the trending issues in studies of advanced second language speakers. Although many studies focused on the linguistic features of international teaching assistants, most of them were related to pronunciation and lexical variety. Few studies focused on the use of pragmatic markers, a truly important ability of international teaching assistants. This on-going research examines the similarities and differences among Chinese teaching assistants at a large public American university. In particular, this study will analyze several most frequently used pragmatic markers, such as well, I mean, I think, so, and okay. Three Chinese teaching assistants who are doctoral students in science, technology, engineering, and mathematics participated in the study. Their lectures were transcribed using conversation analysis conventions. This study hopes to shed light on the development of intercultural competence of international teaching assistants.

Reflections on studying in the UK : A case study of the UK learning and teaching experiences of international students on dual degree programmes.

Lorraine Mighty

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Dual degree programmes (also known as programme articulation agreements) are a growing phenomenon within transnational education. On such programmes, international students undertake a proportion of their undergraduate degree in their home country before joining the second year or higher of an equivalent programme at a UK higher education institution (HEI) to complete their qualification. Although previous studies have been conducted on the experiences of direct entry students (Carter and Stone, 2003; Barron and D'Annunzio-Green, 2009) and international students (Caruana and Spurling, 2007; Schweisfurth & Gu, 2009; Bache and Hayton, 2012), there is limited research on the experiences of learners on programme articulation agreements who are both direct entry and international. This presentation provides an insight into the learning and teaching experiences of such students within one UK HEI by sharing the output from a semi-structured, online questionnaire administered towards the end of the academic year. The findings appear to suggest that a lack of intercultural empathy pervades the academic and social interactions that international dual degree programme students experience whilst in the UK. The possible wider ramifications of this to all stakeholders within the learning and teaching process are discussed; leading to the open question of whether a more critical approach to formal and informal curriculum design, teaching delivery and assessment is required within UK HEIs to further strive to provide equality of opportunity for all.

Arabish in Saudi Online Written Communication: A Sociolinguistic Study.

Masha'el Alanazi

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First experiences: the ideological becoming and perception of nativship of novice non-native Romance language teaching assistants.

Jennifer Gray

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The on-line use of Arabish (an amalgam of the Latin script and Arabic numerals employed as a tool for communication in Arabic) among Saudi youth has been steadily increasing. My research aims to examine Saudi Arabish as a specific practice, informed and invested by the concepts of social and cultural capital. In keeping with Bourdieu, the Arabish user is viewed as a 'social agent', who uses Arabish as a form of social, cultural and symbolic capital. Relationships, social ties, self-perception and the value of actions are considered and analysed in respect of Arabish as forms of that capital. The study employs a qualitative research methodology based on semi-structured interviews conducted with eight participants. Drawing on Bourdieu's theoretical framework, the main assumption is that social inequalities and class distinctions may be factors influencing the engagement with Arabish communication. The value vested in English as a language in Saudi society may owe much to the confinement of Arabish usage, to a constituency of younger Saudi users. As a new and emerging communicative practice within the Saudi context, this study of Arabish will, therefore, focus on Saudi as a society in transition, in which social values and online practices are tangible expressions of that ongoing change.

My presentation focuses on novice teacher's identity formation in the context of foreign language (FL) teaching at a large research university. Identity and identity-related conflict can influence non-native world language speaking teaching assistants (NNLTAs) first experiences in classroom teaching. The research questions are: How do novice NNLTAs understand their identity as a NNLTAs? How do interactions with students influence NNLTAs' ideological becoming? How do NNLTAs negotiate their identity while working at a Midwestern research university? The participants have been self- and/or other-ascribed as either being a native speaker (NS) or non-native speaker (NNS) of the target language. The simple dichotomy—NS or NNS—influences the professional identities of these NNLTAs. This study goes beyond the linguistic perspective of this group—NNS—to examine novice teaching assistants' ideological becoming and their choice to appropriate, reject, or negotiate different teaching beliefs and methodologies. Using life history methods and a Bakhtinian theoretical framework, this longitudinal study follows the under-researched population of novice NNLTAs teaching introductory Romance language courses to discover what factors may contribute to their success or failure in the classroom. Through telling stories of teaching experiences and interactions with others, NNLTAs refine who they are, what they believe, and what they believe they can do. Analyses of the NNLTAs' stories show how the NNLTAs' use stories to assert their strengths and weaknesses, knowledge and understanding in the classroom. Emergent themes from the life history interviews provide recommendations for NNLTAs support before and during their first teaching experience.

The Changing Nature of Chinese complementary schools in the UK.

Xian Li

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My study aims to investigate the teaching of Chinese within Chinese complimentary schools (CCS) in England. These schools are an important part of the construction of Chinese identity in England and there may be around 200 schools, although the number is very hard to establish. The nature of Chinese complimentary schools (also known as supplementary schools) has undergone a complete change in the last 5-8 years as Mandarin Chinese has replaced Cantonese, and the intake, staffing, resources and goals of these schools have changed. Currently, no research explores the totally new landscape of Chinese complimentary schools in England, changes to constructions of Chineseness in Britain and, most importantly for me, what the implications of these profound changes are for the teaching and learning of Chinese in CCS. This study aims to explore the challenges faced by CCS in teaching Chinese and how teachers, parents and pupils experience teaching and learning in Chinese complimentary schools.

WACC Poster Presentations



‘From Shahada to Akhirah’ British Female Muslim Reverts’ Journey through Islam: An Analysis of Language as a Marker of Islamic Identity.

Cheryl Mahmoud

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Despite the negative stereotypes surrounding Islam, these women are making a conscious decision to commit to a religion that requires them to undertake a complete shift in identity, values, gender roles and expectations, behaviour and language (Roald, 2001; Zebiri, 2008; Moosavi, 2012). This is fundamental to the concept of ‘social positioning: the ways that speakers frame themselves and others as particular types of people through a variety of linguistic techniques’ (ibid. 586, cited in Jones, 2012: 15). Islam is not just a religion; it is also an ideology, a set of belief systems and a way of viewing and interpreting the world according to its teachings. In many ways, Islam could also be viewed as a cultural system in which ‘culture is the shared assumptions, values and beliefs of a group of people which result in characteristic behaviour’ (Storti, 1999: 5). British female Muslim reverts exist therefore within two dominant cultures – Islam, and British society as the ruling hegemony. Reverts could be described as a subculture of both dominant groups, and hold a unique but often stigmatised position in society. It is argued that Muslims, and in particular, reverts are perceived negatively by the media (cf. Baker et al. 2013: 254) and ‘labelled and redefined by [both] dominant groups’ (Hebdige, 1979: 94). This issue is problematic to reverts and they undergo a fluctuation in self-identity and sincerity (cf. Moosavi, 2012). In turn this leads to a process of acculturation, or ‘changes that cultural groups undergo after being in contact over a period of time’ (Liu et al., 2011: 247), in which reverts attempt to reconcile their identity as ‘authentically British and authentically Islamic’ (Suleiman, 2013: 9).

The Role of the Interpreter in Psychotherapy: Different Professional Perspectives.

Louise Rolland

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For those who do not speak English fluently, accessing mental health services in the UK involves the support of an interpreter. Research on ‘dialogue interpreting’ is relatively recent compared with that on conference interpreting. Studies investigating the role of the interpreter in medical settings suggest that this is ambiguous for professionals. The aim of this study is to investigate how interpreters and therapists (or counsellors) perceive the role of the interpreter in individual psychotherapy sessions with adults. Professionals working for mental health charities and language agencies, individual therapists (private practice and NHS) and members of the National Bilingual Therapists and Mental Health Interpreter Forum were among those who completed a web questionnaire in April 2014. Of a total of 39 responses received, 20 were from interpreters and 19 from therapists (or counsellors). The questionnaire covered themes as varied as management of the session, interpreter-client matching, dealing with cultural differences, paralingual and non-verbal aspects of session, and aspects of working with multilingual clients. Preliminary analyses suggest that, in this sample, respondents’ profession played a significant part in their responses. For example, when asked about the role of the interpreter, the majority of therapists showed a preference for the option “provide a word-for-word translation”, while interpreters were equally divided between this and “convey equivalent meaning and feeling”. Moreover 75% of interpreters ‘agree’ or ‘strongly agree’ that the interpreter and client should have the same first language, while only 36.8% of therapists share this view (confirmed to be statistically significant).



A critical thematic analysis of York’s Hidden Stories.

Dasha Zhurauskaya

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York’s Hidden Stories is a community-based project which aims to capture and share the experiences and values of the Black and Minority Ethnic (BME) community in York. The project is run by the Centre for Global Education (CGE) as a response to a case study of York’s BME community, which emphasised the need for York to strengthen its commitment to racial equality and diversity (Craig et al., 2010). The project is funded by the Joseph Rowntree Foundation and Comic Relief. My contribution to the project is to transcribe and analyse the interviews that were collected from the BME participants. The outcomes of this research will feedback both into the project and more widely into future research practice. In particular, by the means of thematic analysis it will identify and feedback the themes that emerged from the interviews; and by applying a critical analysis of the interview techniques, it will inform future practice of community workers conducting interviews with multilingual participants. Furthermore, it is anticipated that the research will impact on future exploration and greater response to the needs of York’s ‘hidden’ BME community.

5



Professional and Academic Discourse

“We are all full of discourses that we only half understand and half mean.”

– Rae Armentrout, poet.

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PAD Paper Abstracts



A grounded study of classroom feedback interactions on EAP writing.

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Feedback has been regarded having a pivotal role across ESL/EFL writing settings around the world (Hyland & Hyland, 2006). This significance of feedback urged researchers to question issues such as chosen feedback target, pragmatics of feedback, language of feedback comments, and student response to feedback and influencing factors. However, classroom-based spoken feedback especially on English for Academic Purposes (EAP) writing stands as an understudied issue. Thus, in my study I attempt to theorize teacher and student actions within feedback interactions on EAP writing. Working from the classroom observations, I describe and theorize actions used by both teachers and students in spoken feedback, and how a combination of these actions may be indicative of teacher-student relationship patterns. Using teacher and student interviews, I detail the possible influencing factors on and consequences of these relationship patterns. Thus, this presentation will have three basic parts. In the first part, I will talk about which aspects the previous research on spoken feedback on writing has focused on. In the second part, I will present the design of the data collection and analysis procedures. Finally, I will detail the research findings and briefly list possible implications of these findings.



English Language Learning Teaching and Assessment

“To have another language
is to possess a second
soul”

– Charlemagne

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ELLTA Paper Abstracts



IELTS, CEFR and Academic Success.

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Language tests and the level achieved in the CEFR are considered to be the two main gatekeepers for international students who aim to study in an English-speaking university. However, gaining the required scores or passing from the A1 institutional level to the C1 level. The present study investigates students' perceptions of their experiences with language institutes, preparation for IELTS tests and how these two endeavors affected their academic study in UK universities. It also explores the relationship between the level these students achieved in the institutions according to the CEFR reference, the IELTS band score they attained and their academic performance. The study was based on a questionnaire that was distributed to 173 Saudi participants and on interviews undertaken with six of them. The results revealed that participants' main concerns at every stage of their English language study was gaining the required score on the IELTS test, which led to giving more attention to the test and not preparing for their academic studies. Also, it was revealed that some of the participants in the study finished the advanced level (C1) in the institutions, yet they could not achieve higher than a score of 5-5.5 on the IELTS tests, which indicates the (B2) level in the CEFR. This study suggests that Practitioners should take IELTS band scores and CEFR "can do" statements with caution so students will clearly understand that what they achieved in term of scores or levels is not an indication of their readiness for academic study.

Assignments in Postgraduate Studies; An Ethnographic Analysis of Power.

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Characterising and evaluating the perceptions and responses of higher education institutions to recent language policy change: An Ecuadorian case study.

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This study was originated as part of an assignment for the ‘Language and Power’ module in the MA in Language & Cultural Diversity programme conducted at King’s College London. It presents an ethnographic analysis of power and struggle in students’ assignments in higher education or postgraduate studies. Steps towards the analysis were provided as a guideline toward an ethnographic case study of power (Rampton 2011). Using the notion of activity type purposed by Levinson (1979) is central to the analysis of power. Since power is relatively abstract, the notion of the activity type provides a number of dimensions that can be examined and thereby probe and illuminate the activity in a way that allows a number of considerations to be taken with respect to various aspects linked up with each dimension or component of the activity. Considerations of how the two types of power, in and behind discourse, interact have led us to explore what is often thought to be normative or neutral processes. Reflecting and examining such standardized ideologies can lead us to understand the discursive processes in which we are involved in relations of power and struggle, which when addressed can have an impact on individual, institutional, and to some extent societal outcomes, can lead to social change. The purpose of this paper is solely to explain how students access to order’s of discourse can help them meet the purpose and the goal of their tasks, as well as their long term goals and purposes that they strive to achieve afterwards.



This study intends to explore and capture the reactions and responses of Higher Education Institutions (HEIs) to Article 124, the language policy of the Higher Education Law of Ecuador. Using mixed-method design, this study intends to underscore how higher education institutions in Ecuador have responded to recent changes in government language policy and regulation, and what challenges they have encountered in doing so. A survey (quantitative part) will be administered to twenty-two (22) HEIs in Ecuador. Results obtained from the statistical analysis of the survey will be utilized as baseline and will inform the second part which is the qualitative part of the study. For the qualitative part, a country case study will be conducted. Three HEIs which serve as units shall be selected for case study. The aim of this qualitative part is to understand and describe the challenges and constrains that HEIs underwent in complying with the recent foreign language policy. Specific data collection methods shall be employed to triangulate and saturate the phenomenon. To do this, in-depth interviews, focus group discussions, document analysis and observations shall be conducted. Regarding the analysis of the results obtained from this process, a thematic analysis will be employed. It is expected that through this study, certain proposals can be formulated that can facilitate future foreign language policy implementation and curricular innovation in Ecuadorian HEIs.

Do the EFL reading texts at secondary stage and preparatory year prepare the EFL Saudi students for their university studies?

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Learning Justifies the Interaction: An Insight into Refugee Learning Experience and Teachers' roles in Creating Interactional Space.

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In the English medium university, English as foreign language (EFL) students are usually encountered with a huge amount of reading texts that they must read independently. Improving reading skill in EFL contexts is a no-easy task that leaves students with many challenges, such as vocabulary and grammatical structures. The Saudi context is similar to other EFL contexts where students have to join an intensive English language programme in the preparatory year. This English programme was designed as a solution for the low English proficiency level of students (Al-Khairi, 2013). A number of studies report that the majority of the EFL learners left their public schools in the Saudi Arabia with poor English proficiency and very low vocabulary level (Al-hazmi, 1993; Al-Akloby, 2001). Many studies investigated this phenomenon, and their results return this to the students' motivation (Bahous, 2011), and/or the methodology that is employed (Khan, 2011). However, none of these studies investigated the reading texts to which the students are exposed during the secondary stage. This study aims to investigate the English reading texts in the secondary stage and in the preparatory year in Saudi Arabia in terms of the most frequent vocabulary, academic vocabulary (Coxhead, 2000), nominal modification features, and the (surface features) readability level. The results show no significant differences between the reading texts that are used in both levels, and more consideration should be given to reading materials in the preparatory year in order to prepare students for their academic studies.

The crisis of Syrian refugees is spilling over the borders and by the end of 2014 the number will hit four million refugees if the trend continues. The current project aims to give an ethnographic/conversation analytic account of interaction patterns in the refugee English as a foreign language classroom in Kilis Camp on the borders between Turkey and Syria, as a foundation for designing and implementing professional development activities conducive to effective classroom interaction. The study serves as an enabling tool for teachers to assist students' learning through giving teachers access to classroom interaction patterns examined over the ethnographic stage and promotes ways to develop them in order to maximise students' interaction. The first stage will incorporate participant observation to note the group's norms, values, conflicts and pressures. Meanwhile, open-ended, in-depth interviews will be used to establish rapport with the participants. The second stage will involve training sessions for refugee teachers using SETT instrument (Walsh, 2006) to develop 'good' interactive decision-making. The project is of paramount importance as it reveals the status quo of refugee teachers and students in refugee camps, helps them to improve their interactional practices and opens the door for further research projects to explore the schooling experience of Syrian refugee communities spreading across the borders.

Audio Listening Tests or Video Listening Tests: Which One Is Fit for Purpose?

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The use of video has become a common trend in ESL classrooms, mainly to provide learners with non-verbal aids that can abet their listening comprehension. Although there is general agreement that the use of videos benefits learners in a teaching context (Allan, 1985; Harmer, 2007; Sherman, 2003), the efficacy of this mode of communication in the assessment of listening comprehension still engenders opposing viewpoints. While some researchers have proposed assumptions supporting the use of visual channel in listening comprehension tests (e.g. Shin, 1989; Baltova, 1994; Wagner, 2010), there are others who have contrasting proposals (e.g. Gruba, 1994; Brett, 1997; Coniam, 2001), arguing that the use of visual aids does not positively influence testees' performance. In this study, I intend to investigate the role of visual channel (verbal maps, and images in power-point presentations) in listening assessment, focusing on genre for academic speaking texts (e.g. representational texts such as lectures). To this end, a quasi-experimental, non-randomized group will be used to investigate the impact of the visual channel on the listening performance of 30 test-takers who are studying in an EAP preparatory programme at a university. The participants will be divided into two groups: a control group (audio-only), taking a test with no visual component, and an experimental group (video-audio), taking the same test with visual components. T-test will be used to compare the two groups' performances. In addition, both groups will be interviewed about the test-taking process to investigate the utilization of visual aids.

Use of lexical verbs of Chinese novice science researchers: a multiple case study.

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The internationalization of higher education system in China requires Chinese researchers to publish papers in international journals. However, language proficiency is a main barrier for them to write high-quality research papers. It is believed that Chinese novice researchers demonstrate limited academic vocabulary, particularly the use of lexical verbs. The majority of the research in this area follows a statistical approach in exploring the differences of verb use in native and non-native corpus through calculating the frequency of verb use. Little research is conducted in exploring the researchers' improvement in the use of lexical verbs over a period of time. This study attempts to do address this question by adopting a multiple case-study approach. Three novice researchers in engineering-related disciplines are selected. The written texts, mainly their published articles within the four years, are used to develop the individual longitudinal corpus. Corpus-based analysis based upon the Academic Keyword List is used to search for the verbs. Type-token ratio (TTR) is then be adopted to calculate the verb variety. Qualitative data, including semi-structured interviews and public documents, is collected. Constant comparative method is adopted through the within- and cross-case analysis. The aim is to understand the single and different participants' vocabulary learning experiences. The findings indicate the various developmental trajectories of verb use and the vocabulary learning and instructional contexts in which the participants' are situated. The pedagogical implications in improving scholarly writing practices in Chinese EFL context will be discussed at both educational policy and curriculum design level.

Promoting metacognition of reading strategies in an ESL University Context.

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In the current knowledge-based world, reading is regarded as critical to academic, economic and social success (van den Broek et al., 2007). To develop the reading skills of students, educators have been advised to explicitly teach comprehension strategies in their classrooms. This is based on research that indicates that such strategies increase the likelihood of comprehension and retention of text content (Pressley, 2002). Furthermore, research suggests providing students with metacognitive tools to help them manage their reading texts (Guthrie et al., 2004). Research has therefore been carried out in the area of metacognition and reading. However, a review of the literature shows that action research has not been used as a methodology so far to conduct research in this area. This paper reports on a study that fills this gap in the literature. The study was carried out to explore the process of promoting metacognition of reading strategies in a university in Pakistan. The study employed questionnaires, think-aloud protocols, interviews, learner diaries, field notes, end-of-class feedback and a researcher journal as tools to collect data. The paper will discuss this action research study and its findings.

Exploring how the concept of teacher autonomy is understood in lower secondary schools in Turkey with respect to English language teaching

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The Turkish education system is generally described as democratic, modern, secular and co-educational. Learner-centred instruction is at the core of the system. However, there are concerns about frequent changes in the system, the loss of the ‘practitioner’s voice’ in the public discourse and decision making, and the increasing move towards nation-wide standardization which is argued to reduce teachers’ control over classroom practices. With these issues in mind, this paper presents an ongoing study into the concept of teacher autonomy in Turkish secondary schools with respect to English Language teaching. The study uses a mixed methods approach. The empirical work combines surveys, documents analysis; observations at schools; and face-to-face interviews with English teachers, head teachers and educational administrators. Although teacher autonomy has been researched in other parts of the world, to date, there has been little discussion about it in Turkey. This highlights the need for an exploration of the concept within the Turkish educational system. Given the general picture of the system, the study provides an important opportunity to advance our knowledge of how teacher autonomy is understood in this context. It also continues and expands the research which has been done on the concept of teacher autonomy in the field of language teaching and learning in Western settings and can contribute to enriching our understanding of the construct in different settings. The preliminary findings of the study show that the educational system seems to be the main factor that hinders autonomy, nevertheless teachers themselves tend to be unwilling to consider the possibilities of creating spaces for autonomy too.

Using lexical generation tasks in testing productive vocabulary size.

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It has become an axiom in vocabulary testing that multiples measures of vocabulary knowledge are needed to fully characterize a learner's vocabulary knowledge and ability (e.g. Nation 2007, Richards and Malvern 2007). It is argued that a learner's identity can be usefully characterized by using these different measures to place a learner's knowledge in lexical space (Daller et al 2007). While tests which characterize receptive vocabulary size have emerged (e.g. Meara and Milton 2003), it has proved much more difficult to capture productive vocabulary knowledge in a size measure. This paper, therefore, investigates the use of category generation tasks, borrowed from psychology, to measure productive vocabulary size among EFL learners. A category generation task asks the learners to name all the items that they might know in a category such as animals, body parts, clothes or furniture. The resulting list can be compared with vocabulary from these categories which fall within the most frequency vocabulary bands and a size for productive vocabulary can then be estimated. Results of an initial study suggest this type of test can be argued to be both valid and reliable. If further experimental work confirms this then it may become a very useful practical tool for language teachers to monitor knowledge and the progress of their learners in this important area, and a useful tool for researchers to characterise an individual learner's knowledge state and differences from other learners.

Effectiveness of ICT Tool for the Enhancement of Emotive Vocabulary of the Non-Native Speakers of English Language: A Corpus- Based Analysis.

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The purpose of the study is to analyze the emotive vocabulary based corpus of the non-native speakers of English language and determine the effectiveness of ICT tool in the enhancement of their emotive vocabulary. For a non-native speaker of the English language, expressing feelings and emotions in English language (EL) is highly a complex task as the lack of linguistic competency in EL can result in inaccurate and sometimes unintended expressions. The abrupt mood shifts and inadequate linguistic competency have been observed as the key issues in the emotive writing of the non-native speakers of English language. The corpus consists of the emotive texts of one hundred undergraduate students who are enrolled in the English Writing Composition module of the Computer Science Degree Program. The instruments of the study are the emotive essays and the ICT tool which has specifically been designed to provide assistance in improving the emotive vocabulary of the non-native speakers of English language. The ICT tool has the database of 682 emotive words and their synonyms along with the cultural specific suggested mood intensities. The results of the study show that the use of ICT tool effectively contributed in the improvement of the emotive writing of the students by significantly enhancing their emotive vocabulary.

Relationship between un-enhanced written language input noticing and working memory capacity.

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According to Noticing Hypothesis proposed by Schmidt (1990), learners should be exposed to sufficient second language input and consequently they should notice novel language features in the input for learning to take place. Since noticing involves cognitive mechanisms, it can be predicted that Working Memory (WM) capacity of learners has a role to play in it. This presentation discusses the results of a study that investigated the relationship between noticing and WM capacity based on 15 intermediate learners of English who were exposed to unenhanced input flood of two target constructions: causative 'had' and past perfect. Eye tracking was used to collect data on noticing and four tests measured the WM capacity. Total reading time on target examples increased with number of exposures and the difference between expected total reading time and observed total reading time demonstrated a significant increase on the latter examples of both structures indicating possible noticing. However, a relationship between WM test results and noticing data was not observed. Moreover, post-test results did not indicate that the participants understood the meaning of the target structures. Therefore, we argue that noticing at a level of perception had taken place on this occasion. Since conscious noticing had not taken place, WM did not have a role to play either. Thus, we suggest that more exposure or input enhancement may be necessary for conscious noticing to take place.

Stories of pre-service EFL teacher identity formation in a Brazilian teacher education program.

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My PhD aims to analyse a collaborative experience of pre-service EFL teachers preparing and implementing materials in a Brazilian state school. The specific goal is to discuss the influences of this experience on their language teacher identity (re)construction, particularly in terms of the relationship between evolving personal practical knowledge and professional knowledge landscapes. The theoretical foundation is based on the concepts of communities of practice (Wenger, 1998, 2000), professional identity (Clandinin and Connelly, 1999), personal practical knowledge (Clandinin, 1992, 2013; Golombek, 1998) and the landscape metaphor (Clandinin & Connelly, 1995, 1996). The methodological framework is Narrative Inquiry. The research context is an interdisciplinary project, forming part of a teacher education program at a Brazilian university, which involves undergraduate students from the Languages and Computing courses, as well as English and Portuguese state school teachers, in the task of preparing and implementing materials. The research participants are six pre-service teachers from an undergraduate course in Languages (English degree), and myself as a teacher educator. The field texts will include autobiographies and journals excerpts, class observation reports, recordings of online discussions, semi-structured questionnaires, and field notes. The collection of this material started in March 2014 via our online space. It is argued that knowing how to collaborate is an important issue concerning the development of teachers' personal practical knowledge and, consequently, their professional identity.

Oops! There is an error! What should teachers do when learners make errors in an EFL lesson?

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When a learner makes an error in an EFL lesson, what should the class teacher do? Should he or she ignore the error, correct it explicitly, or provide a hint for this learner? There has been debate about whether teachers should correct learner errors in an English lesson and the approaches teachers should use to correct these errors. However, not many studies have investigated teachers' corrective feedback (CF) and its related issues, including teachers' and learners' understanding of CF in English lessons of Taiwanese elementary school, where English is taught as a foreign language. Consequently, in this small-scale multiple case study, the researcher observed 30 English lessons, interviewed 6 teachers, and interviewed 47 learners over a period of four months in late 2013. This study intends to (1) investigate whether CF was used by these teachers in class, (2) investigate what understanding of CF these teachers had, and (3) explore whether, and if so, how their understanding of CF influenced the use of it in class. The results of this study will help build on the existing literature and also help explore the similarities and differences between the findings of this study and those of the existing studies. Finally, in this presentation, some relevant literature review will be introduced first. Secondly, the research design, together with some initial findings, will be presented and discussed.

Challenges and strategies when teaching English to Chilean Children.

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Teaching English as a foreign language (EFL) in Primary Education compulsory curriculum in many countries is often characterised by large classes, limited resources, and under-qualified teachers. A large amount of literature has been published on teaching English to young learners (5 to 11 year-olds) (TEYL). The issue of large classes, nonetheless, has been addressed mainly in light of its challenges. Furthermore, group work, as a strategy to overcome some of the challenges associated with teaching in large classes, seems to be largely restricted to secondary or tertiary education. This presentation challenges the conception of viewing large classes as a limitation in the educational system, and attempts to identify its opportunities. The data presented were collected as part of a research project carried out in Chile, in large classes, with young language learners in state-run or subsidised schools in urban context. The findings suggest that large classes is not the only variable that seems to be influencing teachers' preferences for using or avoiding group activities in their classes, there seem to be other variables. These are: time constraints, teaching resources, and learners' misbehaviour. This presentation will be of interest to teachers and researchers working in the field of TEYL or Teaching English in large classes.

The PTE Academic Score Profile and Student Performance at University – Case study of four students from ‘the outer circle’.

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My study investigates the predictive validity of a relatively new test - the Pearson Test of English Academic (PTE Academic) which was launched in 2009. The study uses qualitative research to reveal the relationship of the test scores to student performance at university contributing to knowledge of how students are linguistically prepared for academia as well as the non-linguistic influencing factors on academic performance. I take a case study approach looking at four cases of students in 4 different disciplines, studying at four different UK HE institutions in the academic year 2013-2014. These cases all come from ‘the outer circle’ (Kachru, 1986) from countries where English is a lingua franca and who have had all their education in the medium of English. I conduct student tutorials over three terms during the academic year 2013-2014; survey the perspectives of subject and EAP tutors in interviews; and assess students’ writing and tutor feedback to ascertain the role of language skills in students’ writing assignments. To help identify ‘linguistic preparedness’ for academia I use CEFR descriptors in my study for ‘describing learner proficiency’ and promoting ‘self assessment’ (CUP, 2001). I encourage the students to rate their own ‘language behaviour’ (Ingram & Bayliss, 2007) whereby participants’ choice of descriptors are compared with PTE Academic scores aligned to the CEFR descriptors. The objectives of my paper are to present an overview of my study so far with reference to, and discussion of the literature, my methodology and data collection.

Re-exploring the Teachability of Authentic Materials from Asian Tertiary Teachers’ Perspectives.

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How to teach English as a Foreign Language (EFL) communicative competence has been a widely-researched topic in the field. This is no exception in many Asian countries where EFL education has been shifted from the previous Grammar Translation Method (GTM) model to a more Communicative Language Teaching (CLT) construct for the purpose of providing EFL learners with more exposure to the target language in the traditional L2 classroom. Empirical studies have also revealed that the utilization of authentic texts facilitates L2 acquisition since they motivate students’ learning interests and maximize their language capacity. However, research with regard to the authentic-text-blended instruction has primarily been focused solely on ESL/EFL learners’ perceptions and feedback at this point. Teachers’ attitudes in terms of such instructional method have been scant so far in the field. In order to fill this gap, this study re-explored EFL tertiary instructors’ attitudes toward the teaching based on authentic texts from one UK university. Qualitative data were collected and analyzed through five experienced university EFL instructors recruited from China, Japan, South Korea, Thailand and Taiwan for the present study. Emphasis was on their perceptions toward authentic texts in blended instruction regarding the effectiveness of promoting students’ communicative competence and some affective variables such as learning interests and confidence. The research findings indicated that authentic texts might foster EFL learners’ communicative competence and learning interests; however, several issues were further identified that could potentially influence learners’ L2 development negatively.

ELLTA Poster Abstracts



English for Academic Purposes in Vietnam.

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The proposed research aims to understand how Vietnamese graduate students engage with writing in English as a foreign language. ‘Critical’ second language writing (SLW/L2) approaches have discussed the prevalence of a post-colonial and dominant ‘Global English’ that may be detrimental to indigenous languages and discourses. Within higher education, SLW/L2 researchers endeavour to understand the processes, perceptions and texts created by graduate students writing in English as a second or foreign language. Research findings have impacted directly on English language teaching (ELT) and have also enhanced our understanding of the socio – cultural dimensions and negotiations of identity that are embedded within language learning. The shifting nature of ‘World Englishes’ however means there is uncertainty as to how English is pragmatically shaped by non-native users of English, particularly in ‘expanding’ or ‘periphery’ countries like Vietnam, China and Egypt. Given Vietnam’s historical and socio-cultural positioning, alongside its rapid economic emergence, the research aims to explore whether and how an identified triad of L2 writing factors are related to each other and to the wider status of English language in Vietnamese Higher Education. Using a mixed method approach with case study student participants, the triad of factors to be explored will include a) L2 writing processes of graduate students, b) student perceptions of English language writing and c) students’ creation of texts. The research will use an iterative combination of observations, semi - structured interviews and ‘think aloud’ techniques, to examine the interplay of these factors in relation to the particular Vietnamese social context.

A Study on the Perception of “Chinglish” Accent and Its Pedagogical Implication.

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This study investigates Native English speakers’ attitudes toward vowel insertion—a typical feature of “Chinglish” in which a schwa is often inserted after a plosive. The research was carried out via a Matched-Guise Test including stimuli with and without this feature, and participants were asked to evaluate the speaker. Results shows that in most cases, stimuli with inserted schwa were rated significantly lower, but the scores they got were still generally positive. Compared with previous research findings showing that “Chinglish” accents were often stigmatized, this result is unexpected. A possible explanation is that this research focused on only one feature, whereas in previous studies various accented features were presented together and listeners were evaluating “Chinglish” as a whole. Since schwa epenthesis did not carry much negative connotation, this paper continues to question what the possible characteristics are that might contribute more to the negative evaluation of “Chinglish” accents. It was then hypothesized that there may exist a set of “accent cores” that play a major role in the overall impression of “Chinglish” accent. The existence of the “Chinglish accent cores” could further inform ESL pronunciation teaching in the context of English as a Lingua Franca, where intelligibility outweighs accentedness. Based on this rationale, China’s future pronunciation teaching should focus more on those features that most affect intelligibility while de-emphasizing the minor ones, and try to build up learners’ self image as competent users of English.



An Evaluation of Grammar Teaching and Learning in the Algerian Secondary School Curricula

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The present research project sets out to examine current grammar teaching and learning practices in the Algerian secondary school English language curricula which are, according to their designers, built on a competency-based approach and firmly adhere to the central tenets of communicative language teaching. The interest in this controversial aspect of foreign language teaching has largely emanated from the increasingly widespread dissatisfaction among tertiary English language teachers with first year university students’ level of accuracy, particularly in grammar. An important number of these students are reportedly entrapped in a strange inability to understand and apply basic grammar rules that should have been dealt with at the secondary school. Concerns about this issue have led the researcher to query the status and effectiveness of grammar teaching in the pre-tertiary English language programmes. With this end in view, the researcher has opted for coupling both qualitative and quantitative methods; questionnaire, interview, classroom observation, materials analysis, learners’ achievement tests. At the present juncture (the research is not complete), an interview was held with two secondary English language inspectors, who frequently pay visits to their fellow teachers, in order to get more insights about the nature of the problems that teachers and students face when dealing with grammar in the classroom. Moreover, a questionnaire was submitted to teachers and students to explore their attitudes towards the course books concerning grammar teaching and learning. Although the results obtained are by no means conclusive, they allude to the little use of consciousness-raising techniques while teaching grammar.

Vocabulary learning strategies used by undergraduate L2 learners.

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Wilkins (1972, p.111) said “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Lexical competence is now seen to be at the heart of communicative competence. One of the most important aspects that L2 learners will face during the process of second language learning is learning lexical items. Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Thus, in the case of learning the vocabulary in second language, students need to be educated with vocabulary learning strategies. The research investigates the different types and taxonomies of vocabulary learning strategies (VLS) to discover how often these are used by undergraduate students taking both English and non-English majors. This research will investigate the relationship between the researcher’s own set of variables (gender, the academic field of study, the vocabulary level and year of study) and the use of vocabulary learning strategies. It will also investigate the effectiveness of VLS, according to learners’ perceptions and establish reasons for their claims. One of the aims of the research is also looking at the strategic behaviour of the participants after one-year gap. A sample of 200 male and female students will participate in the study. The data collection will be carried out through a questionnaire, interview and vocabulary proficiency test. The collected data will be computed and analysed via SPSS program.

Exploring different dimensions of ‘authenticity’ in English language classrooms.

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This poster reports on a qualitative case study conducted in four 9th grade classrooms in two Anatolian High Schools in Turkey and it aims at exploring the multi-dimensional and dynamic nature of authenticity in English language classrooms. The term ‘authenticity’ has been usually described within a limited framework that mainly focuses on the quality of texts used in the language education. This study, however, adopts van Lier’s (1996) description and reviews authenticity as ‘the result of acts of authentication, by students and their teachers, of the learning process and the language used in it’ (p.128). In a broader sense, it aims to go beyond the text-centred definition of authenticity and investigate the extent to which the process of authentication has been observed in the language classroom context. The poster includes four main parts: first, how the concept of ‘authenticity’ has been discussed in English language teaching (ELT) literature over recent years will be illustrated. Then a social-constructivist model for conceptualisation of authenticity in the language classroom will be described. After this, the purpose of this research, the particular research design and the research context will be detailed. Finally, some findings from data analysis will be listed to address and exemplify the teachers’ and learners’ attempts of authentication in the language classrooms. This part will also involve possible implications for ELT practitioners to raise their awareness of different dimensions of authenticity and the nature of interaction between these dimensions.

Formative Assessment Tasks for Assessing Receptive Skills in the Language Classroom Booklet.

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Formative assessment (FA) is essential to effective classroom learning and teaching. The practice involves promoting shared learning goals, effective questioning/feedback, continuous dialogic interaction and learner autonomy. Central to FA is the utilization of appropriate feedback. Despite the amount of research about the usefulness of FA, there is still a gap in the implementation in typical contexts. The focus of the booklet concentrates on receptive skills because unlike productive skills, the processes of receptive skills are not easily observable. Current materials available offer teachers resources describing FA and rarely share sample activities. Therefore, this booklet aims to address the lack of useful materials. This booklet not only provides teachers with the framework of FA, constructs of receptive skills and examples of FA tasks, but it also gives teachers the knowledge to develop their own materials. In order to assist teachers in developing FA materials, the booklet is organized into three sections, including a definition of FA, FA of reading and FA of listening. Within the latter two sections, teachers are given guidance regarding how to conceptualize their students' reading and listening sub-skills. Following those definitions, the authors propose three ways to develop FA tasks: Adapting a Textbook Exercise, Using Resources and Using Classroom Activities. For each of these three approaches, two sample tasks are provided for both receptive skills. Each sample task includes suggestions for adapting materials to individual contexts. This unique resource delivers educational material about FA, reading and listening constructs and practical applications of FA in the classroom.

Teacher Students Learning and Development through blogging.

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There is a wealth of research findings illustrating the educational benefits of blogs in the cognitive, affective and social domains of learning ranging from supporting and scaffolding learning (Selwyn, 2011), enhancing learner autonomy (Bhattacharya & Chauhan, 2010), developing critical thinking (Li & Bado, 2012) and creative thinking (Arena, 2008) to enhancing interdependence (Selwyn, 2011), self-expression and a sense of progress (Trajtemberg & Yiakoumetti, 2011). Blogging can also be regarded as another form of reflection on experience in a technological age for teachers (Wopereis, Sloep & Poortman, 2010). Freeman (2004) argues that teachers learn from their experience both as a learner and a teacher, and from reflecting on their own learning processes. Therefore, blogging, can be regarded as part of a broad palette of professional development providing teachers with both new ways of doing and thinking. This paper seeks to situate blogging in a theoretical and pedagogical framework and address some of the practical possibilities of blogging for teacher development; therefore, it presents the views of a small group of Warwick MA ELT students about creating a blog in their learning and development process. The paper presents the results of an interview with five students, all experienced teachers, who took the ICT in ELT module, which creating a blog is one of the requirements of it. The findings will be discussed with a reference to Richards and Farrell's (2005) category of teacher learning and Schon's (1983) model of reflection. The findings of this paper might be of interest to teachers and teacher educators and hopefully make a contribution to the teacher learning and development area.

A Multimodal Analysis of Classroom Social Structures and Differentiated Opportunities for Learning: Peeking inside a Mexican EFL Classroom.

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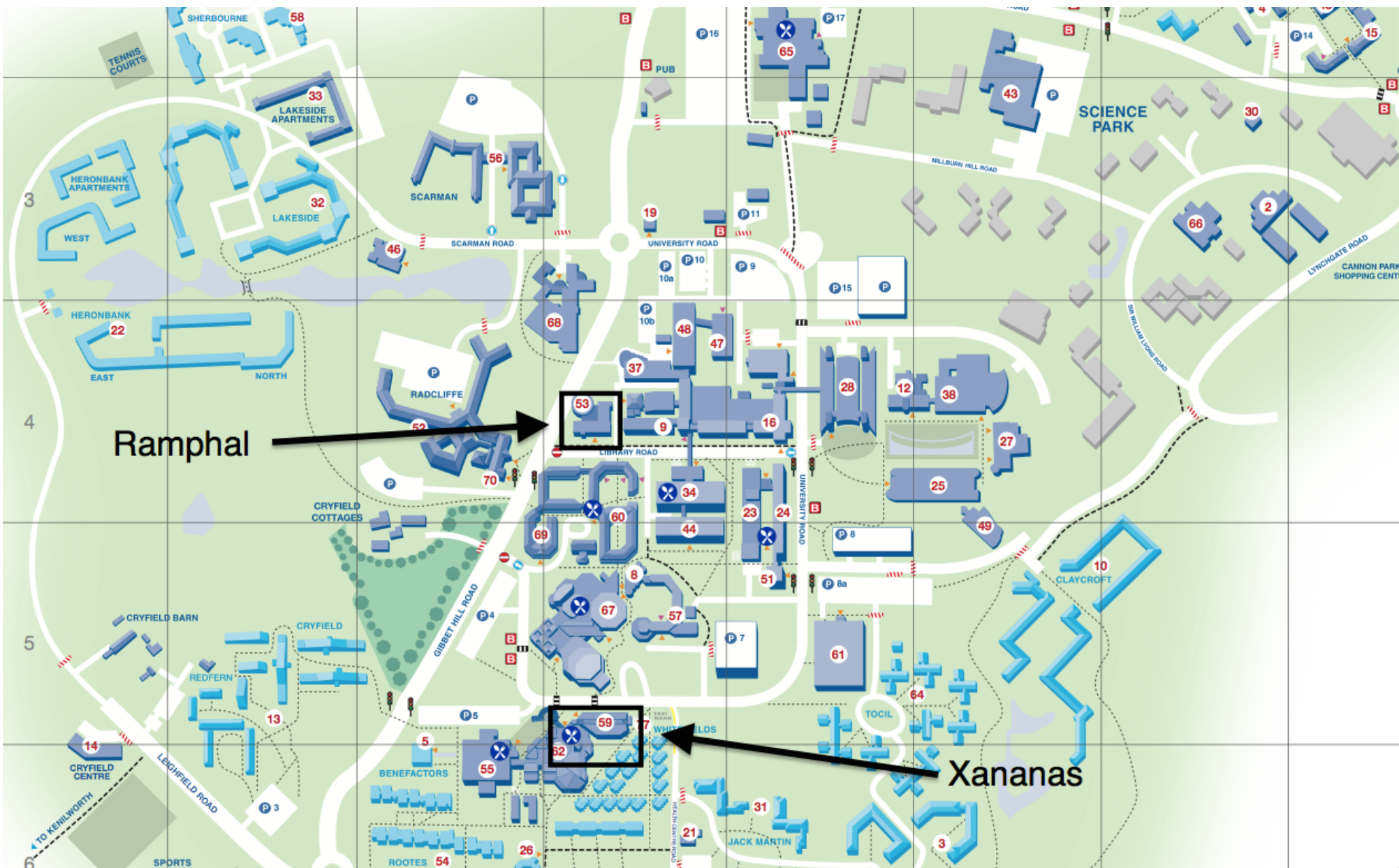
The present paper reports the preliminary results of a Master's thesis that employs a multimodal analysis in order to examine the manner in which classroom participants (teachers and learners) utilize distinct literacies in order to navigate through the diverse situations encountered in an EFL classroom lesson. It seeks to explain classroom culture and the multiple literacies and multimodal speech acts required to successfully participate within this often ritualized environment (Prabhu, 1992). Through a detailed analysis of interactional patterns, the different roles and identities that are enacted within the classroom context are explored, providing insights into how the classroom as a culture and its multimodal interactions provide differentiated opportunities for learning (Gee & Green, 1998). The Study utilizes ethnographic methods (Geertz, 1973) in order to provide an insider perspective into the daily workings of a classroom lesson. Particular attention is given to the manner in which classroom artifacts such as EFL textbooks, mobile telephones, the whiteboard, and more influence classroom practices as well as how classroom participants strategically utilize these artifacts in order to accomplish their particular goals within the classroom culture (Green & Weade, 1990). The analysis reveals that the classroom is a complex, asymmetrical cultural context where power struggles are continually being played out and negotiated (Canagarajah, 1999).

7

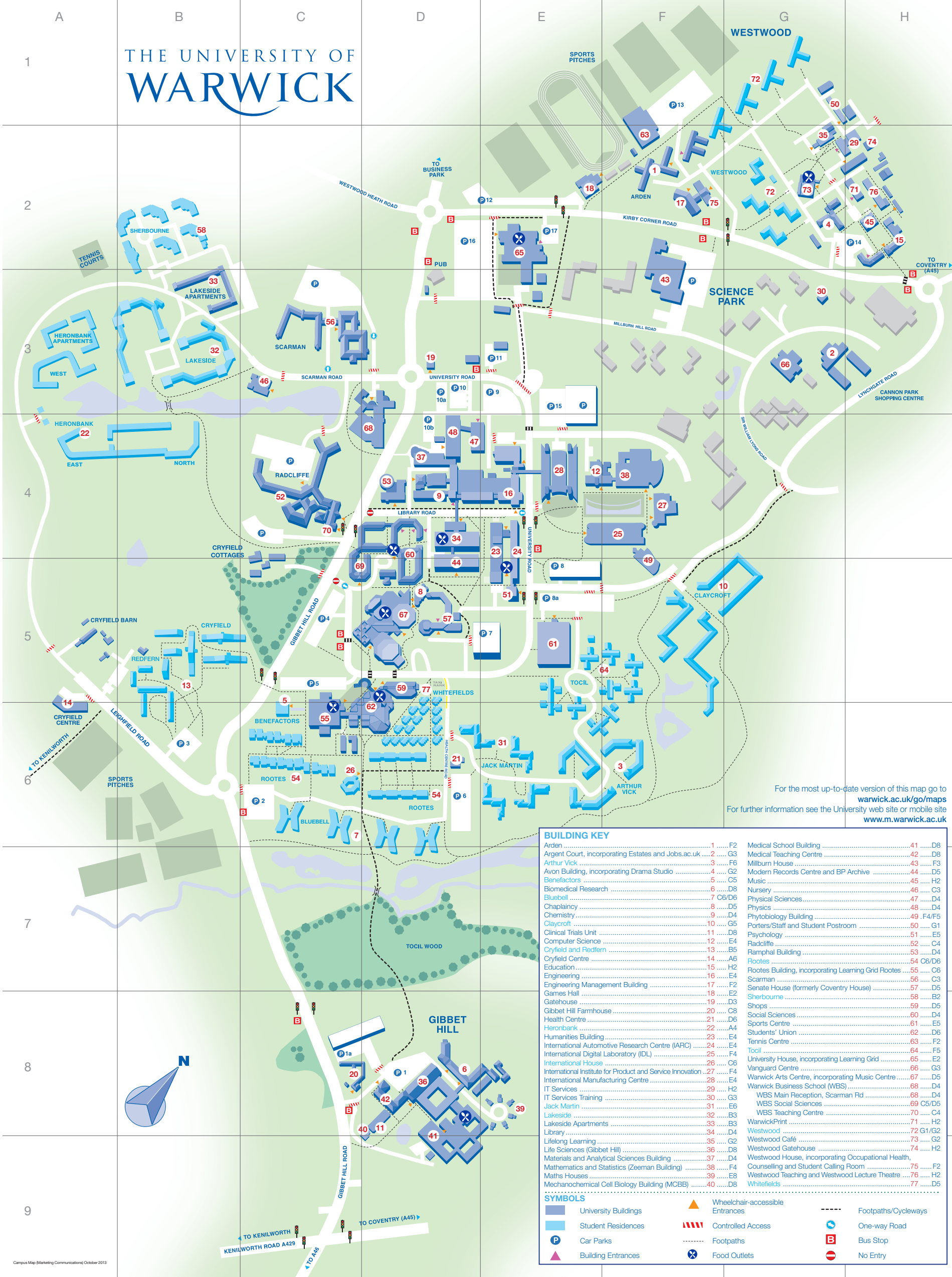
Campus Map

“Not all those who wander are lost.”

– J.R.R. Tolkien



THE UNIVERSITY OF WARWICK



For the most up-to-date version of this map go to warwick.ac.uk/go/maps
For further information see the University web site or mobile site www.m.warwick.ac.uk

BUILDING KEY					
Arden	.....1	F2	Medical School Building	.....41	D8
Argent Court, incorporating Estates and Jobs.ac.uk	.....2	G3	Medical Teaching Centre	.....42	D8
Arthur Vick	.....3	F6	Millburn House	.....43	F3
Avon Building, incorporating Drama Studio	.....4	G2	Modern Records Centre and BP Archive	.....44	D5
Benefactors	.....5	C5	Music	.....45	H2
Biomedical Research	.....6	D8	Nursery	.....46	C3
Bluebell	.....7	C6/D6	Physical Sciences	.....47	D4
Chaplaincy	.....8	D5	Physics	.....48	D4
Chemistry	.....9	D4	Phytophysics Building	.....49	F4/F5
Claycroft	.....10	G5	Porters/Staff and Student Postroom	.....50	G1
Clinical Trials Unit	.....11	D8	Psychology	.....51	E5
Computer Science	.....12	E4	Radcliffe	.....52	C4
Cryfield and Redfern	.....13	B5	Ramphal Building	.....53	D4
Cryfield Centre	.....14	A6	Rootes	.....54	C6/D6
Education	.....15	H2	Rootes Building, incorporating Learning Grid Rootes	.....55	C6
Engineering	.....16	E4	Scarman	.....56	C3
Engineering Management Building	.....17	F2	Senate House (formerly Coventry House)	.....57	D5
Games Hall	.....18	E2	Sherbourne	.....58	B2
Gatehouse	.....19	D3	Shops	.....59	D5
Gibbet Hill Farmhouse	.....20	C8	Social Sciences	.....60	D4
Health Centre	.....21	D6	Sports Centre	.....61	E5
Heronbank	.....22	A4	Students' Union	.....62	D6
Humanities Building	.....23	E4	Tennis Centre	.....63	F2
International Automotive Research Centre (IARC)	.....24	E4	Tocil	.....64	F5
International Digital Laboratory (IDL)	.....25	F4	University House, incorporating Learning Grid	.....65	E2
International House	.....26	C6	Vanguard Centre	.....66	G3
International Institute for Product and Service Innovation	.....27	F4	Warwick Arts Centre, incorporating Music Centre	.....67	D5
International Manufacturing Centre	.....28	E4	Warwick Business School (WBS)	.....68	D4
IT Services	.....29	H2	WBS Main Reception, Scarman Rd	.....68	D4
IT Services Training	.....30	G3	WBS Social Sciences	.....69	C5/D5
Jack Martin	.....31	E6	WBS Teaching Centre	.....70	C4
Lakeside	.....32	B3	WarwickPrint	.....71	H2
Lakeside Apartments	.....33	B3	Westwood	.....72	G1/G2
Library	.....34	D4	Westwood Cafe	.....73	G2
Lifelong Learning	.....35	G2	Westwood Gatehouse	.....74	H2
Life Sciences (Gibbet Hill)	.....36	D8	Westwood House, incorporating Occupational Health, Counselling and Student Calling Room	.....75	F2
Materials and Analytical Sciences Building	.....37	D4	Westwood Teaching and Westwood Lecture Theatre	.....76	H2
Mathematics and Statistics (Zeeman Building)	.....38	F4	Whitefields	.....77	D5
Maths Houses	.....39	E8			
Mechanochemical Cell Biology Building (MCBB)	.....40	D8			

SYMBOLS					
	University Buildings		Wheelchair-accessible Entrances		Footpaths/Cycleways
	Student Residences		Controlled Access		One-way Road
	Car Parks		Footpaths		Bus Stop
	Building Entrances		Food Outlets		No Entry

How to find us

From the North

- From M69/M6 interchange (M6 Jct 2) take A46 towards Warwick and Coventry S & E.
- After approx 3.5 miles you will reach Tollbar End roundabout (junction with A45). At the roundabout, follow signs for A45 Birmingham.
- After approx 3 miles you will cross the A429 (Kenilworth Road). Half a mile after this junction take the left-hand turn signposted 'University of Warwick'. Follow signs for University of Warwick (and Warwick Arts Centre) across two roundabouts. You are now approaching The University of Warwick from Kirby Corner Road.

From the South East

- From M45 Jct 1 take A45 towards Coventry.
- After approx 7 miles you will reach Tollbar End roundabout (junction with A46). Follow signs for A45 Birmingham.
- Now follow the directions given in the final bulletpoint above.

From the South

- From M40 Jct 15 take A46 towards Coventry.
- After approx 8 miles leave A46 at junction signposted 'University of Warwick and Stoneleigh'.
- After a further 1.5 miles you will cross the A429 (Kenilworth Road). You are now approaching The University of Warwick from Gibbet Hill Road.

From the West

- From M42 Jct 6 take A45 towards Coventry.
- After approx 9 miles you will pass a large Sainsbury's store on your left. At the next roundabout (Canley Fire Station on right), take the right-hand exit, signposted 'University and Canley'.
- Follow signs for University of Warwick (and Warwick Arts Centre) across two roundabouts. You are now approaching the University of Warwick from Kirby Corner Road.

By Air Approx 30 mins by taxi from Birmingham International Airport.

By Rail (nearest station is Coventry) Approx 15 mins by taxi from Coventry railway station or take the National Express Coventry 11 or 12 bus from the Warwick Road (follow signs from the station), or Travel De Courcy W1 from the station concourse (Mon-Fri, 9.10 then hourly until 18.10).

Parking on Campus

www.warwick.ac.uk/go/carparks

Car parks are clearly marked on the campus map overleaf. Charges apply 6am-6pm, Mon-Fri, 52 weeks a year. Parking is free at weekends, evenings (up to midnight) and Bank Holidays.

Pay and Display - Car parks 4, 5, 8, 9, 10, 12 and Cryfield Road

Unrestricted entry. A ticket must be purchased on arrival and displayed in your vehicle. Overstay results in a Civil Parking Notice being issued. Permit holders can also use these car parks.

Pay on Foot - Car parks 7, 8a, 13 and 15

Barrier restricted access. Permit holders can use their University card to enter/exit the car park. All other users must take a ticket on entry and validate it at the pay station before exiting.

Charges: Up to 4 hrs - £1.50/Full Day - £3. Short-stay car park 5 - 50p for 30 mins (max stay 1 hr with overstay charge £20). NB: pay stations accept correct change only.

Permit-only car parks - Car parks 3, 6, 14 and 16 are open to staff permit holders only. Car Parks 1, 1a and 2 are dedicated to Gibbet Hill staff and approved users only. All visitors to Gibbet Hill must request a visitor pass from Life Sciences or Warwick Medical School.

Disabled Parking

There are parking spaces for registered disabled blue badge holders near to all buildings on campus. Should you wish to use a barriered car park, please contact University House Reception for further assistance on (024) 7652 2033.

Overnight Parking

Visitors requiring overnight parking should contact University House Reception from 9am-5pm, and the Security Gatehouse out of hours.



Academic Departments

Institute of Advanced Study (IAS)	43	Centre for the Study of Democratisation	60
Institute for Advanced Teaching and Learning (IATL)	57	Centre for Research in East Roman Studies	23
Chemistry	9	Economics Research Institute	60
Classics and Ancient History	23	Centre for Research in Economic Theory and its Applications (CRETA)	60
Comparative American Studies	23	Centre for Education and Industry	15
Computer Science	12	Centre for Education Studies	15
Economics	60	Centre for Educational Development, Appraisal and Research (CEDAR)	15
Engineering	16	Eighteenth Century Centre	23
English and Comparative Literary Studies	23	Institute for Employment Research	60
Film and Television Studies	43	Centre for Ethics, Law and Public Affairs	60
French Studies	23	Centre for Research in Ethnic Relations	60
German Studies	23	Fluid Dynamics Research Centre	16
Health and Social Studies	60	Centre for Fusion, Space and Astrophysics	47
History	23	Centre for the Study of Globalisation and Regionalisation	60
History of Art	43	Institute of Health	60
Italian	23	Centre for Research in Health, Medicine and Society	23
Law	60	Centre for the History of Medicine	23
Life Sciences	36	Humanities Research Centre	23
Mathematics	38	Industrial Relations Research Unit	69
Philosophy	60	Innovation, Knowledge and Organisational Networks (IKON) Research Centre	69
Physics	48	International Automotive Research Centre (IARC)	24
Politics and International Studies	60	Law Courseware Consortium	29
Psychology	51	UK Centre for Legal Education	60
Sociology	53	Legal Research Institute	60
Statistics	38	Centre for Magnetic Resonance	43
Theatre, Performance and Cultural Policy Studies	43	Institute of Mass Spectrometry	9
Warwick Business School	68/69/70	Mathematics Research Centre	38
Warwick Medical School	11/41/42	Centre for Mechanochemical Cell Biology (CMCB)	40
WMG	17/25/27/28	MOAC - Molecular Organisation and Assembly in Cells	57
		Centre for Caribbean Studies	23
		Centre for Comparative Labour Studies	60
		Complexity Science DTC	38
		Centre for Cultural Policy Studies	43

Centre for Research in Philosophy, Literature and the arts	60	Library	34
Centre for Primary Health Care Studies	41	Mercia Institute of Enterprise	65
Centre for Professional Education	15	Modern Records Centre	44
Centre for the Study of the Renaissance	23	Multimedia CeNTRE	15
Risk Initiative and Statistical Consultancy Unit (RISCU)	38	Nursery	46
Centre for the Study of Safety and Well-Being (SWELL)	60	Occupational Health Services	75
Centre for Scientific Computing	12	Research Support Services	65
Centre for Small and Medium Sized Enterprises	69	Security Services	65
Social Theory Centre	60	Student Admissions and Recruitment Office	65
Centre for Research in Statistical Methodology (CRISM)	38	Student Careers and Skills	65
Warwick Systems Biology	57	Student Support Services (inc. Disability Services, Mental Health, Residential Life, Senior Tutor, Student Funding)	65
Centre for the Study of Women and Gender	60	Students' Union	62
		TDA Skills Test Centre	15
		Teaching Grid	34
		Transnational Resources Centre	23
		Unitemps	62
		Warwick Accommodation	57
		Warwick Conferences	57
		Warwick Food and Drink	57
		Warwick Retail	57
		Warwick Ventures	65
		WarwickPrint	72
		Shops	
		Banks	62
		Bookshop	67
		Costcutter supermarket	59
		Hairdresser	62
		Insurance Agency	62
		Travel Agency	62
		Pharmacy	62
		Post Office	59
		Leisure	
		Language Centre	23
		Music Centre	67
		Tennis Centre	63
		Sports Centre	61
		Warwick Arts Centre	67

