



***18th Warwick International Postgraduate  
Conference In Applied Linguistics***

***Date: 23-25 June 2015***

# Abstract Booklet



More Information at: [warwick.ac.uk/wpgcal2015](http://warwick.ac.uk/wpgcal2015)



#wpgcal2015



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## Sponsorship



## Welcome Notes

*Hello everyone, welcome to the 18th Annual Warwick International Conference In Applied Linguistics. It is our privilege to host students from all over the world 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 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 three days at the conference you will be treated to academic workshops presented by some leading figures in their respective fields. On day one, there will be a brief welcome address by the Head of the Centre for Applied Linguistics, Professor Helen Spencer-Oatey. Soon after this, we will have some smaller, simultaneous presentations. Please take a look at the conference schedule, and these abstracts, to decide which presentations pique your interest.*

*During the three days, all the lunches 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. 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.*



# Conference Programme 2015

## Day One (23<sup>rd</sup> June)

Time .....	Event		
8.30 - 9:00	Registration (Main Atrium, Ramphal Building)		
9.00 - 9.30	Chair Brief Announcements Welcome Address Prof Helen Spencer-Oatey University of Warwick R0.21		
9.30 - 10.30	Contextualising careers in 11 countries: Implications for postgraduates and HR managers  Dr. Katharina Chudzikowski University of Bath R0.21		
10.30 - 10.45	Coffee Break		
10.45 - 11.15	LLTA Sessions (R0.14)	LLTA Sessions (R1.13)	PAD/WACC Sesions (R1.04)
	How Do (EFL) Textbooks Communicate Meaning?  <b>Suha Alansari</b>	Collaborative approaches to learning in a primary intensive second language classroom: The roles of peer interaction and scaffolding  <b>Fan-Wei Kung</b>	Effect of a Culturalist Versus an Interculturalist Approach in ELT on Turkish EFL Teacher Candidates' Protophilic Competence  <b>Mustafa Tekin</b>
11.15 - 11.45	Transnational students: New dynamics of interaction in the Mexican EFL classroom  <b>Teresa Castineira &amp;            Alejandra Galicia Ramos</b>	Investigating factors influencing willingness to communicate in L2  <b>Hassan Syed</b>	Disclose of Deceive: Actual Share Repurchase Announcements  <b>Waqar Ahmed</b>

11.45 - 12.15	NES teachers: An appraisal system analysis of their reasons to immigrate to Mexico <b>Teresa Castineira &amp; Sandra Juárez Pacheco</b>	English Language Education in Thailand at the upper secondary level: Perceptions of Thai Value and Culture <b>Napapach Padermprach</b>	Diachronic Study of English Loanwords in the Central Kurdish Dialect in the Political Media <b>Dashne Sedeeq</b>
12.15 - 13.15	Lunch		
13.15 - 14.15	Experiencing master's dissertation supervision: case studies of L2 supervisees and their supervisors <b>Dr. Nigel Harwood</b> University of Sheffield R0.21		
14.15 - 14.30	Coffee Break		
14.30 - 16.00	Turning Your Recordings to Data: The Transition from Raw Materials to Data Analysis <b>Dr. Jo Angouri</b> University of Warwick R0.21		
16.00 - 16.15	Break (Main Atrium)		
	<b>LLTA Sessions (R0.14)</b>	<b>LLTA + WACC/PAD Sessions (R1.13)</b>	<b>PAD/WACC Sessions (R1.04)</b>
16.15 - 16.45	Improving Young Adult Learners' Writing Skills By Using a Portfolio <b>Mehmet Veysi Babayigit &amp; Meryem Akçayoğlu Mirioğlu</b>	From Code-switching to Translating: A Corpus Based Approach of Bilingual Repetitions <b>Frédérique Atangana</b>	Exploring post-apartheid identity struggles: A case study of a royal South African family <b>Joelle Loew</b>
16.45 - 17.15	Teaching ESL reading: Issues and considerations in K-12 <b>Fan-Wei Kung</b>	"Writing in English takes too long so my teacher usually missed that out": Vietnamese postgraduates' experiences of learning to write in English. <b>Michelle Evans</b>	Masters students' perceptions of mixed-culture groupwork <b>Cai Xiaozhe</b>

17.15 - 17.45	Metacognitive Reading Strategy Instruction at Higher Education Level <b>Khurram, Bushra</b>	We're Born Naked and the Rest is Drag: An Analysis of the Construction of Drag in Social Media <b>Britt Sikora</b>	Language Teacher Sojourners' View on Intercultural Competence <b>Puput Arfiandhani</b>
17.45 - Open End	Drinks Reception (Main Atrium) followed by Dinner at Xananas		

## Day Two (24<sup>th</sup> June)

Time	Event		
8.30 - 9.00	Registration (Main Atrium, Ramphal Building)		
9.00 - 10.00	Chair Brief Announcements NESTs and LETs: identifying issues and proposing responses Dr. Fiona Copland University of Stirling R0.21		
10:00 - 10.15	Introducing CAL Alumni Network Dr. Sue Wharton University of Warwick R0.21		
10.15 - 10.30	Coffee Break (Main Atrium)		
	LLTA Sessions (R1.15)	LLTA Sessions (R1.13)	PAD Sessions (R1.04)
10.30 - 11.00	Teachers' experiences and their perspectives on teaching cultural elements through coursebooks <b>Saw Thanda Swe</b>	Students learn English idioms through WhatsApp: Use of smartphones outside the classroom context <b>Özgür Şahan &amp; Mustafa Çoban &amp; Kari Elizabeth Coffman</b>	Who should be helped? Discourses on migration, unemployment and regional policy in Britain in the inter war years <b>Matthew Cooper</b>


11.00 - 11.30	The impossibility of Research: A Syrian Refugee Case <b>Reem Doukmak</b>	Challenges in Transcribing and Coding Multilingual Data <b>Virginia Grover</b>	How Chinese learners of English say “Thank you”: a discourse analysis of L2 academic dissertation acknowledgements <b>Fangbo Liao</b>
11.30 - 12.00	Perspectives on ELT in difficult and war circumstances <b>Abduqadar Alyasin</b>	Spontaneity and Authenticity in English Language Classrooms <b>Erkan Külekci</b>	Rhetorical Structure of Political Science Research Article Abstracts <b>Mehdi Hassan</b>
12.00 - 13.00	Lunch Break (Main Atrium)		
13.00 - 13.30	Poster Session (R0.14)		
	LLTA	PAD	WACC
	Critical Thinking Skills for ESAP Engineering: a research into theory, practice and the development of critical thinking skills within Foundation Engineering Programme <b>Sevendy Patchamuthu</b>	Am I We? Perceptions of Self and Others in Leadership Discourse <b>Natia Sopromadze</b>	Chinese Master Students' Language Use in the UK: The Establishment of Identity <b>Qian Yu</b>
Lecturers' and students' attitudes towards English Medium of Instruction for academic subjects in the Japanese tertiary context. <b>Samantha Seiter</b>	Charismatic Leadership in the Context of Clint Eastwood's “Million Dollar Baby” <b>Zlatomira Ilchovska</b>	Influence of bilingualism on the first language pragmatic judgement of compliments in English-Persian bilinguals <b>Negar Ahmadvhosravi</b>	
		Hedging in written and spoken academic discourse and how it reflects academics' discursive attempts to position themselves <b>Sixian Hah</b>	A Needs Assessment of Greek Parents Regarding How to Raise A Child with Autism Spectrum Disorders (ASD) <b>Eirini Veroni</b>

13.30 - 15.00	<p><b>What makes the CIA tick?</b></p> <p><b>A workshop in discourse analysis</b></p> <p><b>Dr. Malcolm MacDonald</b> University of Warwick &amp; <b>Dr. Duncan Hunter</b> Unvierstiy of Hull</p> <p><b>R0.21</b></p>		
			
15.00 - 15.15	Coffee Break (Main Atrium)		
15.15 - 15.45	<p><b>LLTA Sessions (R1.15)</b></p> <p>General or subject specific approaches to English for Academic Purposes? Challenges of Teaching English for Academic Purposes to science students in the University of Malawi</p> <p><b>Rachel Chimbuete - Phiri</b></p>	<p><b>LLTA Sessions (R1.13)</b></p> <p>Teachers' Corrective Feedback and the Features of the Classroom Discourse in EFL lessons in Taiwanese Elementary Schools</p> <p><b>Lan-Ting Huang</b></p>	<p><b>WACC Sessions (R1.04)</b></p> <p>Intercultural Teamwork at University: Blessing or Curse for Social Integration?</p> <p><b>Carolin Debray</b></p>
	15.45 - 16.15	<p>A Corpus-based Study of Rhetorical Patterns in Turkish University Students' Argumentative Essays</p> <p><b>Mustafa Çoban &amp; Özgür Şahan</b></p>	<p>The desirability of multiple tests in assessing vocabulary size</p> <p><b>Shadan Roghani</b></p>
16.15 - 16.30	Best Poster Award (Main Atrium) / Coffee Break		
16.30 - 17.00	<p><b>LLTA Sessions (R1.15)</b></p> <p>Using Art of Resistance in English language teaching: intercultural language pedagogy with Palestinian refugees in Gaza Strip</p> <p><b>Maria Grazia Imperiale</b></p>	<p><b>LLTA Sessions (R1.13)</b></p> <p>Second Language Acquisition of Motion Verbs: a Bidirectional Study of Learners of Arabic and English</p> <p><b>Rashida Albaqami</b></p>	<p><b>LLTA Sessions (R1.04)</b></p> <p>Interactional Code-switching in EFL Teacher Talk in China's University Setting</p> <p><b>Miaomiao Zuo</b></p>



16.30 - 17.00	<b>WACC Sessions (R0.14)</b>		
	Adaptation Strategies of Mixed-Nationality Subjects When Moving to the Other “Mother” Country <b>Zlatomira Ilchovska</b>		
17.00 - 17.30	<b>LLTA Sessions (R1.15)</b>	<b>LLTA Sessions (R1.13)</b>	<b>LLTA Sessions (R1.04)</b>
	Developmental Sequences of Grammatical Structures in English Language Textbooks Used in Croatian Elementary Schools <b>Maja Balic Motusic</b>	The role of linguistic exposure and attitude in developing listening and speaking skills among Indonesian students in Native English Language academic settings <b>Nor Jannah</b>	Turkish EFL Students’ Attitudes toward and Beliefs about Foreign Language Speaking Anxiety in Native and Non-Native English Teachers’ Communication Classes <b>AHMET SERKAN TANRIÖVER</b>
17.00 - 17.30	<b>WACC Sessions (R0.14)</b>		
	Impoliteness in cross cultural and intercultural Email communication <b>Ayad Ahmed</b>		
17.30 - Open End	Drinks Reception (Main Atrium) followed by Dinner at Xananas		




## Day Three (25<sup>th</sup> June)

Time	Event	
8.30 - 9.00	Registration (Main Atrium, Ramphal Building)	
9.00 - 9.10	Chair Brief Announcements (R0.21)	
9.10 - 10.10	Native and non-native speaker identities in interaction  Prof. Anthony Liddicoat University of South Australia R0.21	

10.10 - 10.25	Coffee Break (Main Atrium)		
10.25 - 10.55	LLTA Sessions (R1.15)	LLTA/WACC Sessions (R1.13)	PAD/WACC Sessions (R1.04)
		CLIL and Antimafia: Culture in Foreign Language Teaching <b>Gioia Panzarella</b>	Dynamics of EAP classroom spoken feedback interactions on academic writing <b>Zuleyha Unlu</b>
10.55 - 11.25	Pre-service EFL teachers' journeys in a Brazilian teacher initiation program: a narrative inquiry of professional identity (re)formation <b>Ana Carolina De Laurentis-Brandao</b>	Bangladeshi Students' Speech Problems Faced in the Multilingual Community of London: A Case Study of Language Shock <b>Mahmudul Shah</b>	Setting Minimal Educational Writing Standards for Medical Students Benchmarked against the Common European Framework of Reference for Languages: CEFR <b>Ebtesam Abdulhaleem</b>
11.25 - 11.55	Understanding shifts in academic reading strategies: A case study of Malaysian undergraduates in a British university <b>Esther Jawing</b>		Translation, Journalistic Discourse And Idioms <b>Despoina Panou</b>
11.55 - 13.00	Lunch Break (Main Atrium)		
13.00 - 14.00	<p>Transnational Cultural Research: Ten Vices/Ten Virtues Prof. Brendan McSweeney Royal Holloway, University of London R0.21</p>		
14.00 - 14.30	LLTA Sessions (R1.15)	WACC Sessions (R1.13)	PAD Sessions (R1.04)
		Unravelling Cultures and Situational Contexts in Interactions : An Exploratory Case Study of a UK-based Korean Company <b>Kyoungmi Kim</b>	A conversation analytic study of advice sequences in undergraduate dissertation supervision <b>Marion West</b>

14.30 - 15.00	Mediation and the Development of Learners' Interactional Competence of L2 Chinese <b>Rui Zhang</b>	Identities at work <b>Christina Efthymiadou</b>	An investigation of the relationship between Vietnamese teachers' belief, identity and their English classroom discourse <b>Thi Hong Nhung Nguyen</b>
15.00 - 15.15	Coffee Break (Main Atrium)		
15.15 - 16.45	Challenges of researching bilinguals  Dr. Bene Bassetti University of Warwick R0.21		
16.45 - 17.00	Break		
17.00 - 17.30	<b>LLTA Sessions (R1.15)</b>	<b>LLTA Sessions (R1.13)</b>	<b>PAD Sessions (R1.04)</b>
	The Power of Extensive Reading in the EFL Classroom <b>Mohammed Ateek</b>	Teaching English in Primary Schools: Challenges of the Chilean classroom <b>Maria-Jesus Inostroza</b>	An Evaluation of the English Language Nigeria Certificate in Education: A Case Study of Three Colleges of Education <b>Oris Tom-Lawyer</b>
17.30 - End	Award Ceremony (Main Atrium, Ramphal Building)		

## Keynote Speaker

Speakers	Topics	Introduction
<p><b>Dr. Fiona Copland</b></p> 	<p>NESTs and LETs: identifying issues and proposing responses</p>	<p>Dr Fiona Copland is currently a professor of TESOL in the School of Education at Stirling University. Returning to UK after seven years' overseas working experience in Japan and Hong Kong, she has run courses in a number of different institutions. As a productive scholar, her research mainly focus on feedback in teacher training and education, International students' experiences in UK, feedback technologies, linguistic ethnography and research interviews.</p>
<p><b>Dr. Nigel Harwood</b></p> 	<p>Experiencing master's dissertation supervision: case studies of L2 supervisees and their supervisors</p>	<p>Dr Nigel Harwood currently works for School of English at the University of Sheffield. With nearly 20 years' experience in language teaching, his primary research interests lie in the areas of academic writing, English for specific and academic purposes, and materials and textbook design. A great quantity of his findings have been published in outlets like Applied Linguistics, Written Communication, Text &amp; Talk, English for Specific Purposes, Journal of Pragmatics, Studies in Higher Education, and Journal of Business &amp; Technical Communication.</p>
<p><b>Dr. Katharina Chudzikowski</b></p> 	<p>Contextualising careers in 11 countries: Implications for postgraduates and HR managers</p>	<p>Dr Katharina Chudzikowski from Bath University researches how careers are constructed under a variety of social and cultural contexts. Her talk at the PG Conference will be titled Contextualising careers in 11 countries: Implications for postgraduates and HR managers. She is affiliated with the International Centre for Higher Education Management (ICHEM) and her widely published research have received international recognition. She also teaches and researches on Organisational Studies and the representation of knowledge workers.</p>

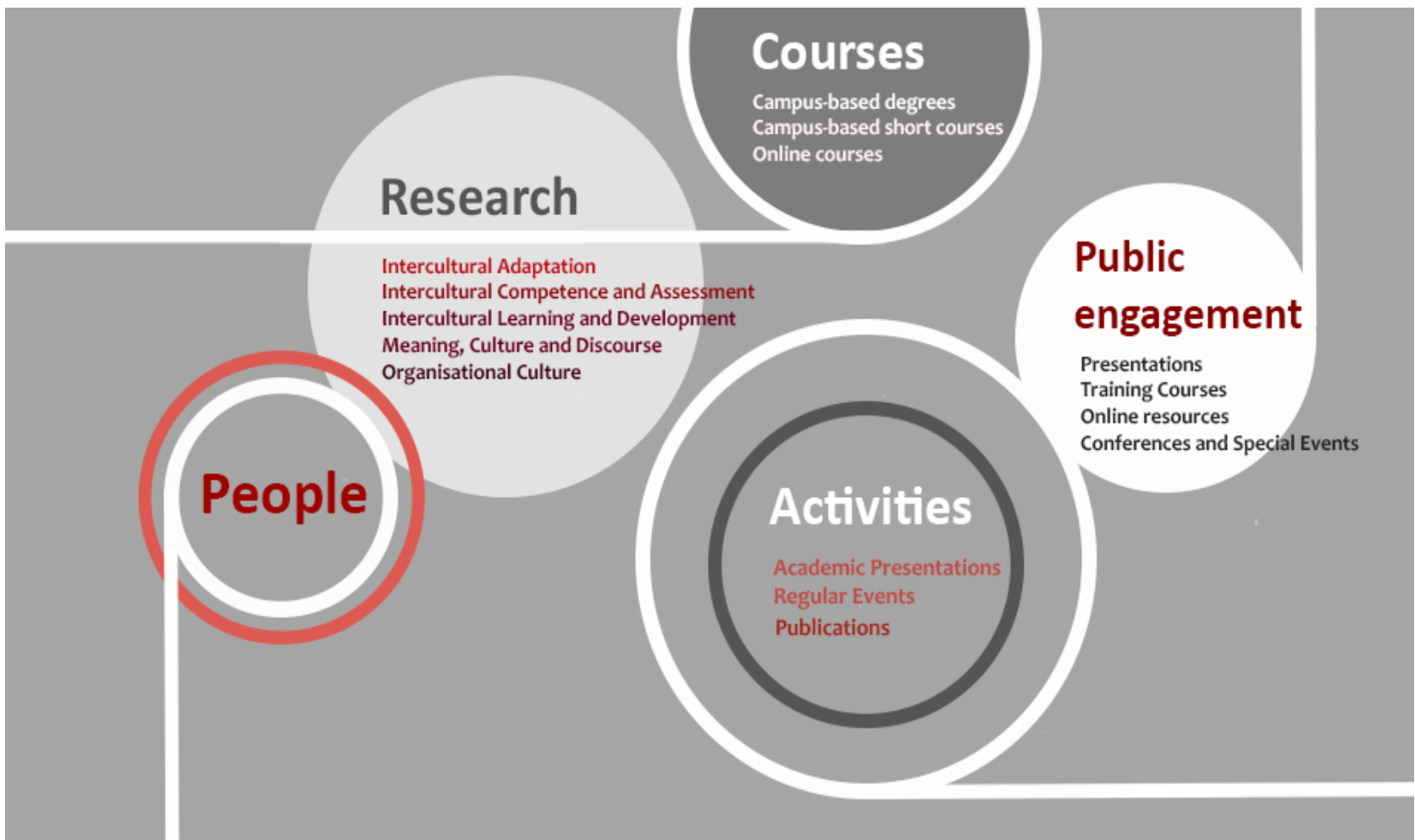
<p><b>Prof. Brendan McSweeney</b></p> 	<p>Transnational Cultural Research: Ten Vices/Ten Virtues</p>	<p>Prof. Brendan McSweeney, who is going to give a talk titled Transactional Cultural Research: Ten Vices/Ten Virtues at this year's conference, is currently a professor of Management at Royal Holloway, University of London, and a expert adviser to the European Commission. He also has consultancy and advisory roles with 19 institutions, including Albert Fisher, Deloitte &amp; Touché, Government of Japan, and Midland Bank. He is a widely published researcher and a savvy consultant, his specialties include managing across borders, financial analysis, M&amp;A, and enterprise risk analysis and management.</p>
<p><b>Prof. Antony Liddicoat</b></p> 	<p>Native and non-native speaker identities in interaction</p>	<p>Prof. Antony Liddicoat, currently a faculty member under School of Communication, International Studies and Languages at University of South Australia. Prof. Liddicoat is a productive, experienced, and widely published researcher. His work mainly focuses on the area of language planning and policy, language and culture in education, discourse analysis, and intercultural language teaching and learning. He also has been involved in several organizations such as Applied Linguistics Association of Australia, Current issues in Language Planning, Australian Review of Applied Linguistics.</p>

## Workshop Speakers

Speakers	Topics	Introduction
<p><b>Dr. Jo Angouri</b></p> 	<p>Turning Your Recordings to Data:</p> <p>The Transition from Raw Materials to Data Analysis</p>	<p>Dr Jo Angouri is currently a faculty member with Centre for Applied Linguistics, Warwick University. Jo is an experienced and widely published researcher. She has been engaged in fieldwork in various professional and healthcare settings in Europe. She also has work experiences in EU and UK funded research projects. Her research interests include professional and institutional discourse, socio pragmatics and discourse analysis, intercultural communication, teamwork and leadership. She has also been conducting interdisciplinary research with Science and Technology for Health, a research group which is part of the Global Priorities Programme at Warwick University.</p>
<p><b>Dr. Malcolm MacDonald</b></p> 	<p>What makes the CIA tick?</p> <p>A workshop in discourse analysis</p>	<p>Dr Malcolm N. MacDonald has been engaged in language teaching for over 30 years. His particular interest in research lies in the relationship between discourse and professional and institutional working contexts and cultures. In the workshop, participants will assemble as a group of applied linguists to analyse selections from a corpus of 180 texts collected from the websites of the CIA, FBI and newly created security agencies such as the Department of Homeland Security. A multi-perspectival account will be generated about how specific features of language and text operate to discursively constitute the current trajectory of the security services in the USA.</p>
<p><b>Dr. Duncan Hunter</b></p> 		<p>Duncan Hunter is a Lecturer and Researcher in Applied Linguistics and EFL. He previously taught at the universities of Warwick and St Mark and St John. His research and teaching interests are EFL methodology, corpus linguistics, Task-Based Language Teaching and ELT professional history. He is currently the Programme leader for the MA in TESOL.</p>
<p><b>Dr. Bene Bassetti</b></p> 	<p>Challenges of researching bilinguals</p>	<p>Dr Bene Bassetti will be delivering a workshop entitled “Challenges of researching bilinguals.” She is an associate professor in Centre for Applied Linguistics at University of Warwick. She is researching the psychology of bilingualism, bi literacy and second language learning, especially Chinese, English and Italian. Many of her publications received funding by the British Academy. She is a leader within the White Rose Doctoral Training Centre.</p>



**Working and Communicating across Cultures**




## Paper Abstracts





<b>CLIL and Antimafia: Culture in Foreign Language Teaching</b>	<p>This paper aims to explore some strategies to present antimafia culture to students of Italian as a foreign language. Antimafia is seen as a central topic to be introduced in courses of Italian abroad, particularly due to its relevance in analyzing and understanding contemporary Italy. Although teaching resources on the mafia and its representation in literature and cinema already have a presence in textbooks and curricula of Italian as a foreign language, it seems that a shift should take place towards a discourse that emphasizes antimafia initiatives specifically, especially because this can play a role in discouraging the spread of stereotypes that link the mafia to Italy. The notion of culture in language teaching will be investigated, as well as the intercultural competence that language learners need to develop. From a methodological point of view, I will address how to introduce specific content in language teaching. A case study will show that CLIL (Content and Language Integrated Learning) methodology proved to provide effective perspectives on that.</p>
<b>Gioia Panzarella</b>	
The logo for The University of Warwick, featuring the text 'THE UNIVERSITY OF WARWICK' in white on a blue rectangular background.	
<a href="mailto:G.Panzarella@warwick.ac.uk">G.Panzarella@warwick.ac.uk</a>	




<p><b>Unravelling Cultures and Situational Contexts in Interactions: An Exploratory Case Study of a UK-based Korean Company</b></p>	<p>The purpose of this case study of a UK-based Korean company is to explore the various interactional patterns and behaviours of their staff in given contexts. It draws on individuals' perceptions of sociocultural groups and situational contexts within the workplace in order to probe how cultural and situational factors influence their interactional behaviours. In conducting my preliminary study, a case study design was used to investigate interactions embedded within a cultural and situational context. To build a holistic picture of interactions and reveal contextual conditions, I collected ethnographic type data, comprising staff's accounts, observations of interactions and audio-recorded one meeting. In my preliminary study, three key themes emerged: the staff's differing beliefs about hierarchical and egalitarian relations and their impact on interactions, their varied or adaptive interactional behaviours according to whom they are interacting with, and different viewpoints on work processes issues. For each theme, the individual staff members frequently referred to cultures or cultural groups and situational features. Overall, the investigation of staff's lived experiences in a given context provides practical knowledge which can offer context-specific guidance for developing management and training resources to improve their work and social processes. By exploring staff's interactions in their fully situated context through a case study design and an interdisciplinary approach, this study will provide a comprehensive picture of how a variety of cultural and situational factors influence interactional patterns and behaviours, and enrich current theoretical frameworks developed in the disciplines of intercultural pragmatics and organisation studies.</p>
<p>Kyoungmi Kim</p>	
	
<p><a href="mailto:Kyoungmi.Kim@warwick.ac.uk">Kyoungmi.Kim@warwick.ac.uk</a></p>	


<p><b>We're Born Naked and the Rest is Drag: An Analysis of the Construction of Drag in Social Media</b></p>	<p>Throughout history, drag has been a device for performative expression and identity construction. The manipulation of gender through illusion has been called a “disciplinary production of the figures of fantasy through the play of presence and absence on the body's surface, the construction of the gendered body through a series of exclusions and denials,” (Butler, 2002). This perception becomes particularly complex when coupled with social media outlets. In recent years, social media has become a crucial outlet for self-expression and is now the most relevant way for performers to express themselves and interact with fans. This paper aims to explore how American drag identities are constructed through social media, particularly Instagram. The study will use mixed-methods, combining interviews and Instagram photos. The interviews are collected from online resources and conducted in person, and the Instagram photos have been collected from American drag queens and are coded to signify relevant constructs. Findings of this study contribute to a better understanding of modern American drag, and the complex ways in which the drag identities are constructed, negotiated and sometimes challenged on visual social media outlets. Since the world is thriving on digital communication, effective social media presence has never been more imperative and building a strong digital identity has become a central aspect being a drag queen.</p>
<p><b>Britt Sikora</b></p>	
	
<p><a href="mailto:B.N.Sikora@warwick.ac.uk">B.N.Sikora@warwick.ac.uk</a></p>	

<p><b>Language Teacher Sojourners’ Teaching Assistantship Experiences: Perspectives on Cultures</b></p>	
<p><b>Puput Arfiandhani</b></p>	<p>With the advance of technology and globalization, what happened on one side of the world can be figured out by other people on other parts of the world with only a fingertip. With this increasing chance of cross-cultural encounters, Intercultural Communicative Competence (ICC) plays a more pivotal role in maintaining and establishing relationship created within the communication. This study aimed at exploring how the perspective on cultures could change throughout a sojourn. The participants of this mini-research were 19 language teachers of 12 different nationalities: Egyptian, Tunisian, Turkish, Indian, Indonesian, Afghan, Mexican, Brazilian, Russian, French, Libyan and Arab Israeli. These teachers have completed a two-semester (9-10 months) teaching assistantship program in the U.S. higher institutions. They were responsible to either be a teaching assistant or the main instructor teaching their native language while also studying in 2 classes per semester. To gain the data, a 5-scale Likert questionnaire followed with open ended questions on how their assistantship experience affected the way they see their own culture and cultures other than their own was employed. Byram's model of intercultural competence including the components of knowledge, skills of discovery and interaction, skills of interpretation and relation, attitudes and critical cultural awareness, was used as the framework of the analysis. The research result showed that the participants were typically strongly agree that their teaching experience abroad had affected the way they see their own culture and culture other than their own. Additionally, throughout their intercultural encounters abroad, they learned to see themselves as a part of bigger world</p>
	
<p><a href="mailto:ttxpa5@nottingham.ac.uk">ttxpa5@nottingham.ac.uk</a></p>	<p>Keywords: <i>sojourners, intercultural communicative competence (ICC), intercultural encounter, culture, teaching abroad</i></p>

<p><b>Masters students' perceptions of mixed-culture groupwork</b></p>	<p>The HE international student population in the UK is rising as universities seek to internationalise, promote the idea of students as global citizens, and encourage them to make the most of the increasingly intercultural learning and social environment in preparation for the workplace, where intercultural competence is increasingly regarded by employers as an important attribute of employees and thus a key criterion of employability.</p>
<p><b>Cai Xiaozhe</b></p>	<p>Groupwork has been identified as an effective learning process that is central to the intercultural study experience in that it has the power to 'force' students from different backgrounds together. However, while students' resistance to working in mixed-culture groups has been widely reported in the literature, very few studies have examined students' mixed-culture groupwork experience and the factors influencing their attitudes towards this type of learning activity.</p>
	<p>My presentation will focus on a study which seeks to fill this gap in the literature by looking at students' perceptions of and attitudes to their experience of mixed-culture group work. I will report on the initial results emerging from an analysis of responses by Masters students at the University of Warwick to two questionnaires that together make up the quantitative part of my data collection, one distributed at the end of Term 1 and the other at the beginning of Term 3. A comparison of the results will shed light on how and to what extent students' attitudes towards mixed-culture group work undergo transformation during the course of their degree studies.</p>
<p><a href="mailto:Xiaozhe.Cai@warwick.ac.uk">Xiaozhe.Cai@warwick.ac.uk</a></p>	


<p><b>Identities at work</b></p>	<p>Cross border work provides the context for the negotiation of a wide spectrum of identities, including national, regional, professional and self-identities. This is particularly pronounced in cases of troubled past and Greece and Turkey constitute a case in point. In this context, this paper draws on data from an ongoing PhD project. Identity is conceptualised here as socially constructed and constantly negotiated between participants. It is viewed as a process, as something people 'do' rather 'have' (Butler, 1990). It is context bounded, utterly social and presupposes some kind of interaction and negotiation between the participants (Bucholtz and Hall, 2005). The presentation draws on some preliminary data collected through 10 semi-structured interviews conducted with Turkish and Greek businessmen in Greece in March 2015. The paper focuses mainly on the analysis of the pilot set to capture construction processes and the ways in which conflicting narratives are instantiated and negotiated by the participants.</p> <p>Keywords: identity construction, cross-border collaboration, Greece, Turkey</p> <p>References:            Butler, J. (1990) <i>Gender Trouble: Feminism and the Subversion of Identity</i>. New York: Routledge            Bucholtz, M. and Hall, K. (2005) <i>Identity and interaction: a sociocultural linguistic approach</i>. <i>Discourse Studies</i> 7 (4-5), p. 585-614</p>
<p><b>Christina Efthymiadou</b></p>	
	
<p><a href="mailto:C.Efthymiadou@warwick.ac.uk">C.Efthymiadou@warwick.ac.uk</a></p>	


<p><b>Adaptation Strategies of Mixed-Nationality Subjects When Moving to the Other “Mother” Country</b></p>	<p>The article’s goal is to answer the question: what kind of coping strategies do binational people use, in order to deal with the problematic cultural issues that they encounter when migrating into their second country of cultural origin. Data was obtained in the form of semi-structured retrospective interviews with six binational participants from various cultural backgrounds. After the collection process, the methods of transcription and content analysis were applied, and the results were compared with the coping and adaptation strategies identified in the theoretical framework. The content analysis led to a few different strategies, which were grouped into seven clusters: help from close people, help from institutions and their social networks, relying on personal qualities, avoidance-type coping strategies, practical material coping strategies, knowledge of the local language or culture, and uncontrollable factors of the situation when the participant entered the new country that were perceived as facilitating. Even though the findings generally differed from the ones in the cited literature due to the distinct backgrounds, and migrational reasons of the people in the two studies, there were some similarities found in the way stressful events were handled amongst both the groups. Finally, the current study is a small-scale one and does not possess the capacity to include a greater number of participants, which has to some extent distorted the sample in terms of age, gender and cultural background. However, despite this fact, such a project could give some useful orientation and experience to draw upon for future larger-scale studies.</p>
<p><b>Zlatomira Ilchovska</b></p>	
	
<p><a href="mailto:Z.ilchovska@warwick.ac.uk">Z.ilchovska@warwick.ac.uk</a></p>	


<p><b>From Code-switching to Translating: A Corpus Based Approach of Bilingual Repetitions</b></p>	<p>The blossoming of bilingual children’s conversations lies in their recourse to language alternations to convey interactional, discursive and social meaning. This performance covers several verbal activities, including repetitions, which may not preserve the language of origin. This phenomenon, called “bilingual repetitions” (Gumperz, 1982), is at the core of the present study, which explores the functions such practises entail in bilingual children’s language acquisition.</p>
<p><b>Frédérique Atangana</b></p>	<p>Studies on language acquisition argue that repetition is a selective and progressive process used to internalize and hypothesize on language structure (Bloom et al., 1974) while code-switching evidences early language differentiation (Paradis &amp; Genesee, 1996). However, the simultaneous study of the two processes through bilingual repetitions, has led researchers to treat the first as being merely a function of the second, serving clarification or emphasis purposes.</p>
	<p>To further investigate this issue, natural conversations of seven French-English bilingual children (aged between 2;3 and 7;02) were audio recorded and transcribed using the CHAT transcription system (McWhinney &amp; Snow, 1990). Each instance of bilingual repetitions was coded according to four criteria: (1) involved self or other-repetitions (2) with or without volition (3) performed in French or English, and (4) referring to the same entity by means of either equivalence, expansion or contraction.</p>
<p><a href="mailto:frederiqueatangana@gmail.com">frederiqueatangana@gmail.com</a></p>	<p>Results show that bilingual repetitions were multifunctional since they enabled the children to (1) overtly ratify the meaning of new words in English, (2) reach communicative goals by constructing a coherent discourse in two languages and (4) reflect upon and manipulate the formal aspects of their two languages.</p>


<p><b>Intercultural Teamwork at University: Blessing or Curse for Social Integration?</b></p>	<p>Achieving social integration within institutions of Higher Education seems more important than ever, considering the degree of internationalisation achieved and the social as well as professional demands faced by graduates in today's global job market. To date, social integration has, however, been reported as lacking and difficult to achieve in a number of countries pursuing an internationalisation agenda. Interactions between members of different student groups are often limited to the classroom and the teamwork prescribed in it. Intercultural teamwork is therefore often seen as a means to strengthen social integration on campuses and to increase students' intercultural competence.</p>
<p><b>Carolin Debray</b></p>	<p>However, students' attitudes towards intercultural teamwork have been found to decrease over the course of completing a degree (Summers &amp; Volet, 2008). Studies specifically looking at student teams found little social integration, even in comparison with workplace teams, which seems counterintuitive (Stahl, Maznevski, Voigt, &amp; Jonsen, 2010), especially when considering Fischer's (2011) assertion that student campuses offer perfect contact conditions to render better attitudes between different groups.</p>
	<p>My research aims to address this gap by exploring if and how teamwork at university can lead to a higher degree of social integration and better attitudes towards teammates and their respective groups. Which factors and dynamics contribute to the seemingly frequent negative outcomes of teamwork will be a second focus point. In my presentation, I will give a brief overview of the literature, highlighting methodological problems of previous research and explain how I will address these in order to gain new insights.</p>
<p><a href="mailto:C.Debray@warwick.ac.uk">C.Debray@warwick.ac.uk</a></p>	<p>Fischer, M. J. (2011). Interracial contact and changes in the racial attitudes of white college students. <i>Social Psychology of Education</i>, 14(4), 547-574.          Stahl, G. K., Maznevski, M. L., Voigt, A., &amp; Jonsen, K. (2010). Unraveling the effects of cultural diversity in teams: A meta-analysis of research on multicultural work groups. <i>Journal of International Business Studies</i>, 41(4), 690-709.          Summers, M., &amp; Volet, S. (2008). Students' attitudes towards culturally mixed groups on international campuses: impact of participation in diverse and non-diverse groups. <i>Studies in Higher Education</i>, 33(4), 357-370.</p>




<p><b>"Im/politeness in cross cultural and intercultural Email communication</b></p>	<p>Politeness phenomenon is an essential part of email communication. Many people and students in particular tend to make impolite language use in terms of their social and cultural conventions or norms. In this paper, I have chosen Iraqi students as a case study from an intercultural perspective. Although, email communication has not yet done better than the use of face-to-face communication, it is already used more frequently than phone for student to faculty and faculty to student communication.</p>
<p><b>Ayad Ahmed</b></p>	<p>When communicating with native speakers via email messages, Iraqi students tend to a pragmatic failure in using their pragmatic competence. However, little is examined about the pragmatics of Iraqi email writing. So, this paper is an attempt to fill this gap by highlighting the pragmatics of written discourse of Iraqi students to English native speakers via emails. I intend to investigate how Iraqi students use their linguistic and non-linguistic competence, principles of formality and (in) directness in their communication via email messages.</p>
	<p>It is clearly seen from this paper that Iraqi learners differ from native speakers in politeness and illocutionary act. It has also been concluded that both native and non-native speakers use different pragmatic strategies in order to convey their intended message. It is highly recommended to assume a pedagogical pragmatic model in order for second language learners to communicate appropriately. This paper also provides some suggestions for writing email messages.</p>
<p><a href="mailto:ayadphd@yahoo.com">ayadphd@yahoo.com</a></p>	<p></p>

<p><b>Bangladeshi Students' Speech Problems Faced in the Multilingual Community of London: A Case Study of Language Shock</b></p>	<p>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 come to London, they struggle to communicate with the culturally diverse people of London and experience a shocking situation with their competencies of English thinking that whatever they have learnt from books bears a little practical value in the daily life situations in an English-speaking city.</p>
<p><b>Mahmudul Shah</b></p>	<p></p>
	<p>This paper critically examines how language shock originates and affects Bangladeshi students in London. It will present the findings of pilot studies and further progress after that. The methodology of my research includes questionnaires, interviews, and focus group discussions. The data indicate that the students lack knowledge in phonology, illocutionary force in language, lexical interpretations, pragmatics and schema, which limit their communicative competencies and contribute to language-shock. In order to minimize the consequences of language-shock, the data also suggest to prepare some materials with some simulations of the contexts of London in order to train students during their pre-departure stage for London.</p>
<p><a href="mailto:mhshah1@uclan.ac.uk">mhshah1@uclan.ac.uk</a></p>	<p>Therefore, I will discuss possible implications for teaching which arise from the findings of this research.</p>

<p><b>Disclose of Deceive: Actual Share Repurchase Announcements</b></p>	<p>Open Market Share Repurchase (OMSR) announcements are often regarded as signalling firm undervaluation. However, these are flexible in nature and lack any binding commitment on the part of firm managers to implement. So, how credible are such repurchase announcements in practice? The paper addresses the OMSR announcement credibility issue by capitalising on soft information conveyed with such announcements which is novel to the literature. Recent studies (e.g., Tetlock (2007) and Xuan et al. (2014)) show that the news disclosure tone affects investor reaction to information event. I perform a content analysis on actual repurchase announcement news and show that the disclosure tone of OMSR press releases contains value relevant information and has significant explanatory power for short term announcement returns. The effect is greater for firms suffering higher information asymmetry. Similarly, the market reacts more favourably to positive tone announcements with higher frequency of hard (i.e. numeric) information, regarding these as more credible. Repurchase announcement tone, however, has no explanatory power for longer term returns and actual repurchases. The paper shows that soft information in the form of press releases has incremental information content in explaining the market reaction to share buyback announcements.</p>
<p><b>Waqar Ahmed</b></p>	
	
<p><a href="mailto:waqar.ahmed.11@mail.wbs.ac.uk">waqar.ahmed.11@mail.wbs.ac.uk</a></p>	


<p><b>“Writing in English takes too long so my teacher usually missed that out”: Vietnamese postgraduates’ experiences of learning to write in English.</b></p>	<p>Postgraduates in Vietnam are increasingly expected to write university assignments in English. This is often a daunting task and students feel unprepared to meet the academic writing requirements which contrast significantly to their previous writing activities in English and Vietnamese. Situated within second language writing fields and English for Academic Purposes the research project used writing biographies, text analysis, and composing aloud techniques to explore how eleven students from various academic disciplines in Hanoi and Ho chi Minh City a) perceive writing university assignments in English, b) which genres they produce within their university courses and c) the essay writing processes they engage in. Preliminary findings confirm that postgraduates’ English language learning was dominated by a grammar- focused curriculum with writing in English limited to 'fill the gap' exercises and multiple choice assessments. These findings corroborate issues in learning to write in English within the Vietnamese context. At higher levels, students struggled to identify with the critical thinking, disciplinary rhetoric and research concepts introduced within MA courses. For those who aspire to study or work abroad, the ‘IELTS experience’ has thwarted perceptions of and writing processes used within the ‘essay’ genre. The research highlights challenges of being a ‘native English outsider’ attempting to grasp culturally embedded concepts including the influence of Confucianism; and capturing the authentic intended meanings of students when working with interpreters. A multi- stage verification process was designed to respond to these threats to validity and was used with success to endorse the value of the research.</p>
<p><b>Michelle Evans</b></p>	
	
<p><a href="mailto:michelle.evans@warwick.ac.uk">michelle.evans@warwick.ac.uk</a></p>	


<p><b>TRANSLATION, JOURNALISTIC DISCOURSE AND IDIOMS</b></p>	<p>The present paper addresses the issue of English-Greek idiom translation in the news press and aims at giving a detailed description of the idiom-translation strategies employed in the Greek financial press. To this end, 121 instances of idioms were examined, taken from a 101,202-word sample of 2009 news material translated into Greek. A new idiom classification was proposed distinguishing idioms into inward and outward, the former subdivided into cognitively and affectively-oriented idioms and the latter into general outward and business idioms. The results obtained indicate that business idioms accounted for the biggest percentage in the corpus examined whereas in terms of idiom-translation strategy, omission was the preferred strategy for both inward and outward idioms. With respect to the parameters that influence translators' choices, it was argued that in adhering to idiomatic meaning, translators were prompted to take into account idiom and genre-related parameters. On the other hand, syntactic, semantic, pragmatic, cognitive and genre parameters gained prominence when there was idiom literalization. Lastly, idiom omission seemed to rely on pragmatic, cognitive and genre parameters whereas idiom compensation largely depended on pragmatic and genre ones. On these grounds, a new idiom-translation model is presented where it is assumed that an awareness of idioms' sensitivity to genre conventions and a realization of the multiplicity of parameters that affect the choice of idiom-translation strategy are essential for appropriateness to be met in Greek financial news translation.</p>
<p><b>Despoina Panou</b></p>	
	
<p><a href="mailto:panoudespoina@gmail.com">panoudespoina@gmail.com</a></p>	

<p><b>EFFECT OF A CULTURALIST VERSUS AN INTERCULTURALIST APPROACH IN ELT ON TURKISH EFL TEACHER CANDIDATES' PROTEOPHILIC COMPETENCE</b></p>	<p>This research reports a quasi-experimental study on the effect of taking a native-speakerist/culturalist versus critical ELF-informed/interculturalist approach in ELT on a group of English as a Foreign Language (EFL) teacher candidates' proteophilic competence (PC). The quantitative data were collected through the Proteophilic Competence Survey (PCS), English Varieties Attitude Survey (EVAS), ELF Opinion Survey (ELFOS) and a Listening Comprehension Test (LCT). The qualitative data were collected by means of interviews and written reports.</p>
<p><b>Mustafa Tekin</b></p>	<p>MANOVA, correlations, t-tests, and post-hoc tests were administered on the quantitative data. The results indicated a significant relationship between the participants' PC levels and their attitudes towards different English varieties. Besides, it was found that the type of instructional practice could significantly affect PC level. The qualitative data supported the quantitative findings, indicating an increase of PC level in the interculturalist group at the end of the intervention.</p>
	<p>The data also revealed that the majority of Turkish EFL teacher candidates do not have a liquid and dynamic understanding of culture, but they rather have a traditional understanding of both culture and its place in ELT, as well as the English variety to be used in the language classroom. However, perceptual changes were reported by the interculturalist experimental group students following the intervention, which points to the positive impact of the instructional practices in this group.</p>
<p><a href="mailto:tekinmustafa@hotmail.com">tekinmustafa@hotmail.com</a></p>	<p>In the light of the findings of this study, the ELF-informed PC model was created and suggested for further research.</p>


## Poster Abstracts



<b>Chinese Master Students' Language Use in the UK: The Establishment of Identity</b>	<p>Language use has commonly believed as a resource to display the social identity of a person which is tied to a sense of belonging and a feeling of being insiders. Although some studies focused on language use and identity, few studies targeted at Chinese students at master level studying in the UK. Due to the limited English skills a large number of Chinese students studying master degree in University of Warwick choose to speak Chinese when they talk with their Chinese friends even if students from other countries are nearby. This paper will examine how the language behavior and choice of Chinese students in University of Warwick specifically in their daily life rather than on classes help them to establish social identity and its impact on students from other countries. Qualitative research including semi-structured interview and observation will be conducted among both Chinese students and foreign students, which will help to get the reflections of Chinese students on their own language use and the evaluations of foreign students on it in a deep and detailed way. The results will explain how Chinese students establish identity through their language use and how foreign students are influenced by the language use of Chinese students. This research will help both Chinese students and foreign students have a better mutual understanding in their daily communication.</p>
<b>Qian Yu</b>	
	
<a href="mailto:Qian.Yu@warwick.ac.uk">Qian.Yu@warwick.ac.uk</a>	

<p><b>Influence of bilingualism on the first language pragmatic judgement of compliments in English-Persian bilinguals</b></p>	<p>The present study's goals are twofold. First, it aims to investigate the influence of second language (L2) on first language (L1) in terms of pragmatics. Second, it examines the impact of variables such as gender, age, length of residence in the L2 context and degree of bilingualism on the pragmatic judgment of Persian bilinguals living in the UK. This is an on-going project in its initial design stages. Three groups of male and female participants will take part in the study. A group of Persian-English bilinguals who are living in the UK, a group of Persian monolinguals residing in Iran, and British-English native speakers who live in the UK form the main participant group. Both British-English native speakers and Persian monolinguals are the baseline group which the performance of the bilingual group will be compared to. Data will be collected through a specially designed pragmatic judgement questionnaire as well as follow-up interviews. The questionnaire is designed in English and Persian language versions. The English version has two variants: one for Persian bilinguals and another for English native speakers. The English questionnaire for bilinguals and the Persian one for monolinguals have three video-clips extracted from "Befarmaid Sham" (Persian "Come Dine with Me"). The English native speakers' questionnaire uses clips from "Come Dine with Me" in English. Following each video-clip, the participants answer a series of questions based on the compliment exchanges in that clip.</p>
<p><b>Negar Ahmadvhosravi</b></p>	
	
<p><a href="mailto:nahmad05@mail.bbk.ac.uk">nahmad05@mail.bbk.ac.uk</a></p>	



<p><b>A Needs Assessment of Greek Parents Regarding How to Raise A Child with Autism Spectrum Disorders (ASD)</b></p>	<p>Increasingly, many families in Greece face serious challenges in supporting their autistic children, principally in terms of overcoming current financial difficulties owing to the economic crisis and handling the lack of appropriate educational provision. This paper aims to investigate the parents' experiences of raising ASD children and their perceptions about their interactions with a variety of professionals (i.e. teachers, educators, service providers). This study adopts a mixed methods approach, using open-ended questionnaires, semi-structured interviews, and diverse documentaries such as individual educational plans (I.E.P.) along with official documents for school development and those of government policy. By doing this, a holistic picture of the practices and challenges besetting the Greek parents of autistic children whilst collaborating with professionals can be captured. Additionally, the standpoints of both parents and professionals are likely to be fostered.</p> <p>The initial findings of this research found that many Greek parents appear to face an uncertain future in an uncharted territory. More precisely, the difficulties of these parents are often kept private, basically due to the societal rejection and prejudice within the family and without having an external outlet. Bearing this in mind, an understanding of disability support as a technocratic problem requires instrumental solutions, taking into account professionals' issues of organisational problems and lack of policy structure to support them. In effect, the findings of the present study also affirmed the salience of partnership and communication between professionals and parents, as a benchmark to improve service conditions offered to children with ASD.</p>
<p><b>Eirini Veroni</b></p>	
	
<p><a href="mailto:E.Veroni@warwick.ac.uk">E.Veroni@warwick.ac.uk</a></p>	




### **Language Learning, Teaching and Assessment**


- *Appropriate pedagogy*
- *Assessing intercultural competencies*
  - *Bilingualism and biliteracy*
- *English for academic purposes / English in higher education*
  - *English in international development*
    - *English for young learners*
    - *Evaluation of teacher training*
  - *History of language teaching and applied linguistics*
    - *Language assessment*
    - *Learner and teacher autonomy*
  - *Linguistic relativism and second language learning*
    - *Motivation*
  - *Orthography -- effects on second language phonology*
    - *Reflective practice*
      - *Task-based language learning and teaching*
- *Teacher education and development, including teacher-research*
  - *Teaching English in difficult circumstances*
    - *Textbook research*
  - *Uses of technology in language learning and teaching*


## Paper Abstracts





<b>CLIL and Antimafia: Culture in Foreign Language Teaching</b>	<p>This paper aims to explore some strategies to present antimafia culture to students of Italian as a foreign language. Antimafia is seen as a central topic to be introduced in courses of Italian abroad, particularly due to its relevance in analyzing and understanding contemporary Italy. Although teaching resources on the mafia and its representation in literature and cinema already have a presence in textbooks and curricula of Italian as a foreign language, it seems that a shift should take place towards a discourse that emphasizes antimafia initiatives specifically, especially because this can play a role in discouraging the spread of stereotypes that link the mafia to Italy. The notion of culture in language teaching will be investigated, as well as the intercultural competence that language learners need to develop. From a methodological point of view, I will address how to introduce specific content in language teaching. A case study will show that CLIL (Content and Language Integrated Learning) methodology proved to provide effective perspectives on that.</p>
<b>Gioia Panzarella</b>	
The logo for The University of Warwick, featuring the text 'THE UNIVERSITY OF WARWICK' in white, serif font on a blue rectangular background.	
<a href="mailto:G.Panzarella@warwick.ac.uk">G.Panzarella@warwick.ac.uk</a>	

<p><b>English Language Education in Thailand at the upper secondary level: Perceptions of Thai Value and Culture</b></p>	<p>This paper investigates participants' perceptions regarding Thai Value and Culture effect on English language education in Thailand, primarily focusing on Thai EFL teachers and learners at the upper secondary level in Bangkok.</p>
<p><b>Napapach Padermprach</b></p>	<p>English is regarded as a highly important international language in Thailand, and is taught as a compulsory subject in the Thai curriculum. Nevertheless, the issue of English language education is still problematic since many national and international English tests suggest that Thai students generally score below average despite their having spent 12 years studying English throughout elementary and middle school. It is believed that Thai value and culture play a vitally important role in such underachievement. Generally speaking, culture in language learning refers to the value and beliefs where teacher and learner generally behave in a similar way. However, given the influence of Thai value and culture on English language education, it is challenging to investigate the extent to which cultural background and attitudes towards teachers and students are affected by their belief.</p>
	<p>To collect data, 10 focus group interviews were conducted using groups of Thai students in their upper secondary level. In addition, 16 Thai EFL teachers were interviewed in depth on two separate occasions each. All participants were volunteers, selected from various public schools in Bangkok. Preliminary findings suggest that, Thai belief towards teachers and students are important features for the participants. Interestingly, shyness and confronting an authority figure also appear to be prominent issues.</p>
<p><a href="mailto:napapach.nnn@hotmail.com">napapach.nnn@hotmail.com</a></p>	


<p><b>The impossibility of Research: A Syrian Refugee Case</b></p>	<p>The urgency of the Syrian refugee crisis is not just plighted by lack of essential needs and low living standards for Syrian refugees but also by hurdles to assess and respond to the protracted situation. There is an estimated 2 million Syrian refugees in Turkey alone. More than half of them are children (UN Children’s Fund April 2015). Responding to their education needs can make or break their future. The current paper reveals some of the key challenges a researcher encounters when researching refugee situations both in camp and community settings. From security hazards to a grey temporary education system, access negotiation becomes an endless quest. Intervention in such circumstances can be viewed as threatening and serving political agendas. The Action research framework applied in the current study serves to investigate the contribution of drama to understanding refugees’ status and education needs as well as the role of collaborative action research in teacher development in refugee contexts.</p>
<p><b>Reem Doukma</b></p>	
	
<p><a href="mailto:R.Doukma@warwick.ac.uk">R.Doukma@warwick.ac.uk</a></p>	


<p><b>General or subject specific approaches to English for Academic Purposes?</b>  <b>Challenges of Teaching English for Academic Purposes to science students in the University of Malawi.</b></p>	<p>The paper deploys concepts of English for Academic Purposes (EAP) to examine Language and Communication Skills for Science in the University of Malawi in order to understand how the course fits in the concept of EAP in which it is framed. The practicality of the courses is problematic in that EAP courses put discipline specific English Language Teaching (ELT) ahead of all factors of language teaching considerations, however the EAP course taught to Bachelor of Science students in the University of Malawi is ‘detached’ from the science programme.</p>
<p><b>Rachel Chimbwete-Phiri</b></p>	<p>The study combined survey questionnaires and oral interviews with science students and instructors of science and EAP courses; analysis of EAP syllabus; and analysis of course relevant documents. The survey results revealed that usefulness and relevance of the course to science students’ academics is acknowledged.</p>
	<p>On the other hand, qualitative findings indicate that EAP instructors have little familiarity with science discourse and students have very low interest in the course, which adversely affects EAP learning outcomes. The study argues that EAP courses at the university have a potential relevance and usefulness to science students if a level of specificity that matches science students’ needs is considered.</p>
<p><a href="mailto:R.Chimbwete-Phiri@warwick.ac.uk">R.Chimbwete-Phiri@warwick.ac.uk</a></p>	<p>Collaboration between instructors of EAP and those of science courses is recommended if teaching of EAP is to be effective and motivating to science students.</p>


<p><b>Perspectives on ELT in difficult and war circumstances</b></p>	<p>In this paper, I endeavour to report the progress of my PhD research in relation to the impact of the nearly four-year-old conflict in Syria on English language teachers and their careers inside Syria and in refugee camps in Turkey. The study sheds new light on how the war shapes Syrian participants' lives and reconstructs their identities as displaced and refugee English teachers (and learners). Drawing on qualitative data from a Syrian intermediate-level refugee camp school, I also investigate the very difficult circumstances in which Syrian English teachers in a camp school attempt to make sense of their teaching. Shaping and reconstructing their identities as refugees and teachers, the locally produced ELT pedagogy seems to have been impacted and developed by several war and pre-war contextual forces. Triangulating classroom interaction transcripts and interviews with refugee and displaced teachers provides significant insights as to the challenges that teachers face to survive their teaching careers and keep their students from becoming a lost generation. Even though these lessons and views come from an exceptionally war-torn context, they seem to have resonance for many teaching environments in which a local ELT pedagogy develops despite difficulties. Finally, sufficient time will be available for the audience to participate with questions and give feedback.</p>
<p><b>Abduqadar Alyasin</b></p>	
	
<p><a href="mailto:A-Q.Alyasin@warwick.ac.uk">A-Q.Alyasin@warwick.ac.uk</a></p>	


<p><b>Teachers' Corrective Feedback and the Features of the Classroom Discourse in EFL lessons in Taiwanese Elementary Schools</b></p>	<p>There has been debate regarding the approaches teachers should use to correct learner errors in EFL lessons. However, only a few studies investigated teachers' corrective feedback (CF) in English lessons of Taiwanese elementary school, where English is taught as a foreign language. Additionally, these studies usually conducted a deductive quantitative approach and compared the effectiveness of different kinds of CF. Consequently, in this small-scale multiple case study, after observing 30 English lessons, interviewing 6 teachers, and interviewing 47 learners over a period of four months in late 2013, the researcher decided to adopt an inductive qualitative approach and investigate both teachers' CF and the features of the classroom discourse of these classes. In this presentation, the literature review will be briefly introduced, after which the research design will be outlined. Finally, some extracts of two of these classes and a video clip of one class will be presented and discussed.</p>
<p><b>Lan-Ting Huang</b></p>	
	
<p><a href="mailto:lan-ting.huang@warwick.ac.uk">lan-ting.huang@warwick.ac.uk</a></p>	



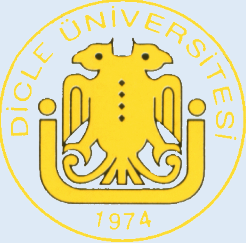

<p><b>Turkish EFL Students' Attitudes toward and Beliefs about Foreign Language Speaking Anxiety in Native and Non-Native English Teachers' Communication Classes</b></p>	<p>Native English Speaking Teachers (NESTs) have been employed in various English language teaching (ELT) based positions and departments at private and state universities in Turkey particularly over the last three decades; however, undergraduate students' perceptions and attitudes related to NESTs and Non-Native English Speaking Teachers (Non-NESTs) who work within Turkish educational system remain seriously under-investigated. The purpose of this study is to explore, define and reveal the potential similarities and differences among NESTs and Non-NESTs in terms of their instructional and pedagogical influences on students' foreign language anxiety (FLA) and oral performances. Forty-eight undergraduate EFL students attending communication classes given by (American) NESTs and (Turkish) Non-NESTs respectively were given a questionnaire to examine their attitudes toward foreign language speaking anxiety (FLSA). Further, a sub-sample of students was interviewed to investigate their feelings, beliefs and opinions about the relationship between their FLSA and communication classes. Quantitatively, the findings showed no significant difference between the groups in terms of attitude toward FLSA; however, a significant difference regarding students' attitudes toward anxiety and speaking was found in the Non-NESTs' communication classes. The qualitative findings revealed that both teachers' and students' positive attitudes toward mistakes made during the oral production of the FL and the correction strategies employed by the teachers in the classroom may have an impact on student perception of FLSA.</p>
<p><b>AHMET SERKAN TANRIÖVER</b></p>	
	
<p><a href="mailto:astanriover@hotmail.com">astanriover@hotmail.com</a></p>	


<p><b>From Code-switching to Translating: A Corpus Based Approach of Bilingual Repetitions</b></p>	<p>The blossoming of bilingual children’s conversations lies in their recourse to language alternations to convey interactional, discursive and social meaning. This performance covers several verbal activities, including repetitions, which may not preserve the language of origin. This phenomenon, called “bilingual repetitions” (Gumperz, 1982), is at the core of the present study, which explores the functions such practises entail in bilingual children’s language acquisition.</p>
<p><b>Frédérique Atangana</b></p>	<p>Studies on language acquisition argue that repetition is a selective and progressive process used to internalize and hypothesize on language structure (Bloom et al., 1974) while code-switching evidences early language differentiation (Paradis &amp; Genesee, 1996). However, the simultaneous study of the two processes through bilingual repetitions, has led researchers to treat the first as being merely a function of the second, serving clarification or emphasis purposes.</p>
	<p>To further investigate this issue, natural conversations of seven French-English bilingual children (aged between 2;3 and 7;02) were audio recorded and transcribed using the CHAT transcription system (McWhinney &amp; Snow, 1990). Each instance of bilingual repetitions was coded according to four criteria: (1) involved self or other-repetitions (2) with or without volition (3) performed in French or English, and (4) referring to the same entity by means of either equivalence, expansion or contraction.</p>
<p><a href="mailto:frederiqueatangana@gmail.com">frederiqueatangana@gmail.com</a></p>	<p>Results show that bilingual repetitions were multifunctional since they enabled the children to (1) overtly ratify the meaning of new words in English, (2) reach communicative goals by constructing a coherent discourse in two languages and (4) reflect upon and manipulate the formal aspects of their two languages.</p>

<p><b>How Do (EFL) Textbooks Communicate Meaning?</b></p>	<p>Literature on EFL textbooks research shows that EFL textbook, although an integral part of the second language learning experience, remains largely under-researched. Luckily, this has recently been met by a growing attention, mostly from critical scholarship, which could be taken to signify a coming of age of the genre (Rixon &amp; Smith, 2012). Situated in this emerging research genre, this study attempts to investigate EFL textbooks as they exist today, making no claims about how they should be as literature on material evaluation and development aims to achieve. It does not either reach to gauge the pedagogical effectiveness of textbooks in an EFL learning setting.</p>
<p><b>Suha Alansari</b></p>	<p>The study instead takes interest in investigating the stock of meanings that accompany and frame the linguistic bits of information in EFL textbooks. It adopts the proposition that a proper endeavor to answer the question “what meaning” is communicated must go hand in hand with an investigation of “how meaning” is created. My presentation is based on a research attempt to carry out this method in EFL textbooks research. It will first review some conceptualizations of “meaning” in semiotic tradition, then move to briefly show in what manner paralinguistic textual cues contribute to meaning-making in textbooks. It will end with a sample analysis of how “layout” as a paralinguistic textual cue generate meaning in a sample EFL textbook.</p>
	<p>References</p>
<p><a href="mailto:S.Alansari@warwick.ac.uk">S.Alansari@warwick.ac.uk</a></p>	<p>Rixon, S., &amp; Smith, R. (2012). The work of Brian Abbs and Ingrid Freebairn. <i>ELT Journal: English Language Teachers Journal</i>, 66(3), 383-393.</p>

<p><b>Transnational students: New dynamics of interaction in the Mexican EFL classroom.</b></p>	
<p><b>Teresa Castineira &amp; Alejandra Galicia Ramos</b></p>	<p>The existence of Mexican students with academic experience in American schools is becoming common in Mexican institutions due to the new patterns of migration. In the past, men left their families and migrated to the United States in search of better opportunities. However, in the last two decades complete families have temporarily settled in the US (Hamann &amp; Zúñiga, 2006). When families return to Mexico, the reinsertion of youths into the Mexican educational system represents a challenge both for these transnational students (TSs) and for the institutions who host them. Teachers help TS to integrate into the “new” system. This in-progress case study explores how interaction in the English as a Foreign Language (EFL) classroom is shaped when a TS collaborates with Mexican peers. It interprets and explains the possible reasons involved in such dynamics. This study focuses on one participant in a government high school. Our instruments include observation, field notes and semi-structured interviews. The contents of the data are analyzed and interpreted. A more delicate analysis is carried out through the appraisal system (Martin &amp; White, 2005), an extension of systemic functional linguistics (SFL). We focus mainly on the sub-system of attitude which deals with feelings and emotions expressed by the participant. The preliminary results seem to suggest that the presence of this TS changes the dynamics in the classroom both in positive and negative ways. Besides, the most predominant feelings and emotions expressed by this student are categorized under dis/satisfaction. Sample analyses and extracts will be presented.</p>
	
<p><a href="mailto:t_castineira@yahoo.com">t_castineira@yahoo.com</a></p>	


<p><b>Mediation and the Development of Learners' Interactional Competence of L2 Chinese</b></p>	<p>Vygotsky's sociocultural theory (SCT) has been adopted by a great number of research in applied linguistics, unfortunately, it has not been widely introduced and initiatively addressed in the domain of teaching Chinese as a foreign language (TCFL). In addition, the acquisition process of L2 Chinese and learner's L2 Chinese development is still an under-developed area. This gap attracts the researcher to employ SCT to investigate the classroom discourse and development trajectories of learners' interactional competence in the context of TCFL.</p>
<p><b>Rui Zhang</b></p>	<p>This research is particularly interested in the dynamic description of the classroom interactions, aims to employ the concept of mediation in SCT to depict how learners' interactional competence of the L2 Chinese develop over a short period of time. By recording and observing the classroom interactions, the researcher focuses on the linguistic and non-linguistic mediational means used by instructors and learners, explores how these means provided opportunities for learning and how learners in this particular context gradually gain the ownership of the knowledge and skills of the target language.</p>
	<p>The project adopts a case study research design in which the data is gathered by means of video and audio recordings as well as the researcher's observational notes. Discourse analysis methodology will be used for data analysis. Hopefully, the findings could shed some light on the understanding of teaching and learning Chinese as a foreign language through the lens of sociocultural theory; and in a broad sense, expand our understanding of the development of L2 learners' interactional competence.</p>
<p><a href="mailto:r.zhang11@newcastle.ac.uk">r.zhang11@newcastle.ac.uk</a></p>	

<p><b>Improving Young Adult Learners' Writing Skills By Using a Portfolio</b></p>	
<p><b>Mehmet Veysi Babayigit &amp; Meryem Akçayoğlu Mirioğlu</b></p>	
 	<p>Young adult learners have a great instinct or capacity to conduct tasks for different purposes. In order to convey our thoughts or messages we all need to have effective writing skills. The aim of this paper is to help and improve writing skills of young adult learners and their writing skills which will be evoked by using a portfolio including different tasks such as writing thirty sentences using different subjects, verbs and time expressions in describing their school day, five prestigious jobs, and discussing six jobs that they had listened from an interview they covered in their books, and writing about an official holiday or celebration in Turkey using the Simple Present Tense and Simple Present Continuous Tense. Before conducting the research we interviewed teachers and monitored our students' writings skills, then I asked for their ideas and applied them a questionnaire. Another goal of this research is to make young adult learners use English effectively by improving their pronunciation, the use of language, spelling, punctuation and grammar. 60 high school students participated in AA and AB classes whose ages are between fourteen and fifteen in Bismil Anatolian Religious high school. Their English level is very poor and they might be elementary or starter. The duration takes nearly one month. As a result, the young adult learners have boosted their vocabulary, critical and creative thinking as well as, analyzing, reasoning, deducing, self-awareness skills.</p>
<p><a href="mailto:m.veysi.babayigit@gmail.com">m.veysi.babayigit@gmail.com</a></p>	


<p><b>NES teachers: An appraisal system analysis of their reasons to immigrate to Mexico</b></p>	<p>This in-progress investigation reports the preliminary findings from six narrative elicitation instruments which explain the reasons why native English speaking teachers (NESTs) immigrated to Mexico. This study takes place in a higher educational context, where participants are English language teachers. The research questions that guided this project are:</p>
<p><b>Teresa Castineira &amp; Sandra Juárez Pacheco</b></p>	<ul style="list-style-type: none"> <li>• What are the reasons a native English teacher immigrates to Mexico?</li> <li>• How are these reasons represented in terms of appraisal system?</li> </ul>
	<p>Our analysis is based on the appraisal system (Martin &amp; White, 2005), which is an extension of systemic functional linguistics (SFL). This framework is divided into three sub-systems: engagement, attitude and graduation and is realized by a variety of lexico-grammatical resources such as 'evaluative' lexis, modal verbs, and adjectives. We mainly focus on the sub-system of attitude, which is concerned with feelings, including emotional reactions, judgments of behaviours and evaluation of things. The participants involved in this study are three male and three female NESTs who have been living in Mexico for 7-30 years. Data was collected through a narrative elicitation instrument where participants were asked to explain the reasons to immigrate to Mexico in 250-500 words. A survey with general information was also applied.</p>
<p><a href="mailto:t_castineira@yahoo.com">t_castineira@yahoo.com</a></p>	<p>Findings seem to suggest that participants' answers fit predominantly into the sub-system of appreciation and affect. Most of the evaluative language expressed by both males and females are positive. Samples of the data analysis will be provided, interpreted and explained.</p>

<p><b>Using Art of Resistance in English language teaching: intercultural language pedagogy with Palestinian refugees in Gaza Strip</b></p>	<p>My PhD aims to develop localized, creative and critical approaches in ELT, suitable for the context of occupation experienced in the Gaza Strip; and it considers how the siege impacts refugees' language learning and teaching.</p>
<p><b>Maria Grazia Imperiale</b></p>	<p>The research context is interdisciplinary: it spawns from post-colonial studies, considering the orientalisng tendencies in the representations of refugees in the Middle East; it is grounded in applied linguistics, ELT, and intercultural education. It draws on the capability approach as a potential approach for refugees' holistic language education.</p>
	<p>The methodology chosen is critical participatory action research (CPAR), as it responds to ethical issues and resonates with the conceptual framework of the capability approach. Fieldwork is being carried out online, due to access denial to the Gaza Strip. Twenty participants, students in the TEFL course at the Islamic University of Gaza, have been recruited to attend the online teacher training course 'Using Art of Resistance in ELT'. Art of Resistance is a creative, critical and political tool for confronting the occupation, embedded in the Palestinian culture and society. The training course aims to develop contextualized English pedagogies in collaboration with the participants, exploring the potential of using creative methods in ELT.</p>
<p><a href="mailto:m.imperiale.1@research.gla.ac.uk">m.imperiale.1@research.gla.ac.uk</a></p>	<p>The presentation will cover the phases of planning, implementation and observation of the CPAR. Early findings show that using Art of Resistance in ELT in the Gaza Strip offers potential to develop learners and teachers capabilities holistically, and responds to the Palestinian necessity to confront occupation while developing refugees' agency and voice.</p>





<p><b>Investigating factors influencing willingness to communicate in L2</b></p>	<p>Willingness to communicate (WTC) is the preparedness of an individual to engage in L2 conversation of their own volition. It is conceptualized as the most immediate predictor of L2 use. Fostering WTC, therefore, has been proffered as the ultimate goal of L2 pedagogy. Previous research has shown that WTC can change depending on the dynamic interaction between contextual, psychological, linguistic variables. Given that WTC is a complex and dynamic construct, future research which incorporates a mixed-methods approach is required to develop more in-depth understanding of the dynamics of WTC within the classroom contexts. The present study, therefore, employed a multiple-case mixed-methods approach to investigate the factors influencing L2WTC in the L2 classroom. Data was obtained from six postgraduate students over a period of seven weeks using classroom observations, learner diaries, stimulated-recall interviews and demographic questionnaires.</p>
<p><b>Hassan Syed</b></p>	<p>The findings of the study revealed that WTC was co-constructed by a complex configuration of dynamic variables belonging to contextual, psychological, linguistic, physiological and physical appearance categories. Participants' WTC behaved as a complex and dynamic system changing not only from situation-to-situation but also from moment-to-moment. Frequencies of self-reported factors suggested a higher influence of contextual factors, e.g. topic, interlocutor and interactional patterns, and psychological factors, e.g. motivation, perceived opportunity and feelings/emotions, in comparison to other categories. Findings indicated that controlling situational variables can engender WTC amongst L2 users and enhance the frequency of L2 use in classroom.</p>
	
<p><a href="mailto:has526@york.ac.uk">has526@york.ac.uk</a></p>	


<p><b>Teaching English in Primary Schools: Challenges of the Chilean classroom</b></p>	<p>In the last decade, the number of countries that have incorporated EFL as part of their compulsory Primary Education curriculum has steadily increased. Conversely, some voices have emerged against this tendency. The main argument lies on the limited resources available and the unsuitable teaching conditions of some countries for taking advantage of an early start.</p>
<p><b>Maria-Jesus Inostroza</b></p>	<p>Chile developed a compulsory EFL curriculum from 5th Grade (around 10 years old). Besides, in 2013, the Ministry of Education launched a suggested curriculum from 1st to 4th grade (from 6 to 9 years old). The teaching environment in urban Chile is often characterised by large classes, limited resources, and under-qualified teachers. Even though different ways to improve the language skills of students has been implemented, little research has been carried out to know about the challenges that Chilean EFL teachers face when teaching early primary levels.</p>
	<p>This talk reports the results of the challenges that Chilean EFL teachers face when teaching young learners (TEYL). This is part of a larger research project carried out in Chile on the area of TEYL in urban contexts, particularly in state-run or subsidised schools, Chile.</p>
<p><a href="mailto:minostroza1@sheffield.ac.uk">minostroza1@sheffield.ac.uk</a></p>	<p>This talk provides a brief background regarding the Chilean context. Then, the perspectives of Chilean EFL teachers regarding the challenges faced when teaching children will be highlighted. Finally, the relevance of considering teaching context for the implementation of early start English curriculum will be discussed with the audience.</p>


<p><b>Teachers' experiences and their perspectives on teaching cultural elements through coursebooks</b></p>	<p>Cultural elements, such as festivals, traditions and customs, and ways of greetings in different cultures are presented in many EFL coursebooks, and coursebooks still have a major role in the curriculum, especially for English language courses, therefore I questioned : “ Do teachers use outside materials for teaching cultural elements ? If so, what are they?”, “Why do teachers adapt coursebooks with other materials?” “Do teachers think students should learn cultures through coursebooks?”. The results show that when teachers have to teach cultural elements through coursebooks, they have to take account of cultural sensitivities. They sometimes have to avoid teaching some topics in the classrooms depending upon the situations where and who they are teaching which lead them to do adaptation. As for the materials, teachers have to omit, adapt and personalize them; and they have to balance what they are asked to teach according to the coursebooks and their students' needs and cultural backgrounds. Teachers are concerned about offending anyone and they seek to have a good classroom atmosphere. They also want to have activities which every student can participate in, and are therefore careful when choosing materials and topics. More than half of the teacher-participants in this study considered that learning cultures through coursebooks is beneficial as students can broaden their horizons and it helps them to fit into multicultural settings more easily once they have finished their courses of study.</p>
<p><b>Saw Thanda Swe</b></p>	
	
<p><a href="mailto:stswe@essex.ac.uk">stswe@essex.ac.uk</a></p>	

<p><b>Metacognitive Reading Strategy Instruction at Higher Education Level</b></p>	<p>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 which have important implications for language teachers as well as teacher educators.</p> <p>References:  Guthrie, J., Wigfield, A., Barbosa, P., Perencevich, K., Taboada, A., Davis, M., Scaffiddi, N. &amp; Tonks, S. (2004). Increased reading comprehension and engagement through concept-oriented reading instruction. <i>Journal of Educational Psychology</i>, 96(3), 403-423.  Pressley, M. (2002a). Comprehension strategies instruction: A turn-of-the-century status report. In C.C. Block &amp; M. Pressley (Eds.) <i>Comprehension instruction: Research-based best practices</i> (pp.11-27). New York: The Guilford Press.  Van den Broek, P., McMaster, K.L., Kendoeu, P. &amp; Espin, C, A. (2007). Higher-order comprehension processes in struggling readers: A perspective for research and intervention. <i>Scientific Studies of Reading</i>, 11 (4), 289-312.</p>
<p><b>Bushra Khurram</b></p>	
	
<p><a href="mailto:B.A.Khurram@warwick.ac.uk">B.A.Khurram@warwick.ac.uk</a></p>	


<p><b>Developmental Sequences of Grammatical Structures in English Language Textbooks Used in Croatian Elementary Schools</b></p>	<p>The purpose of this research is to analyze the presentation of grammatical units in the English language textbooks used in Croatian schools. Analyzed textbooks are written by Croatian and foreign authors and are intended for the fifth and sixth elementary grade learners. Two different theoretical aspects are taken into consideration: Natural Order Acquisition proposed by Stephen Krashen and Processability theory proposed by Manfred Pienemann that includes summary of the various relevant research within the field proposed by Patsy Lightbown and Nina Spada.</p> <p>The research is descriptive in nature and method of analysis involves the process of comparison. Given results indicate that all the analyzed textbooks do not follow the natural order of acquisition of different grammatical structures (negation, possessive determiners and questions), although its application is possible in instructional environment as a part of teaching objectives with the emphasis on true, authentic and genuine communication inside the classroom as one of the main requirements for successful learning of second language.</p>
<p><b>Maja Balic Motusic</b></p>	
	
<p><a href="mailto:maja.balic.motusic@gmail.com">maja.balic.motusic@gmail.com</a></p>	


<p><b>Pre-service EFL teachers' journeys in a Brazilian teacher initiation program: a narrative inquiry of professional identity (re)formation</b></p>	<p>This presentation is based on current PhD research that aims to describe and analyse pre-service EFL teachers' experiences of participation in a Brazilian teacher education program. The specific goals are (1) to discuss the process of professional identity (re)formation of pre-service EFL teachers in different professional knowledge landscapes, and (2) to analyse how the teacher educator can facilitate this process. A storied perspective on teachers' knowledge and identity is adopted, and the key concepts for this research are: personal practical knowledge (Clandinin, 1992, 2013; Golombek 1998); professional knowledge landscape (Clandinin &amp; Connelly, 1996); and identity as "stories to live by" (Clandinin &amp; Connelly, 1999). Sociocultural theory and studies on collaboration also provide theoretical background for this study. The methodological framework is narrative inquiry. The research context is an interdisciplinary project, forming part of a teacher education program developed in Brazil named PIBID (Teaching Initiation Scholarship Program). 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 were gathered between March and December 2014, and include autobiographies, journals, non-structured interviews, online discussions, visual narratives and field notes. This material is analysed using a qualitative perspective (Ely, Vinz, Downing &amp; Anzul, 2001). It is argued that collaboration between teacher educator and pre-service teachers, and also among pre-service teachers, as well as ICT use, materials design, and emotional dimensions all play an important role in pre-service EFL teachers' professional identity (re)formation.</p>
<p><b>Ana Carolina De Laurentis-Brandao</b></p>	
	
<p><a href="mailto:a.brandao@mail.bbk.ac.uk">a.brandao@mail.bbk.ac.uk</a></p>	


<p><b>Interactional Code-switching in EFL Teacher Talk in China's University Setting</b></p>	<p>A significant aspect of Walsh's (2006) concept of Classroom Interactional Competence (CIC) is the stress on teachers' appropriate use of language including language alternation (ibid). Managing language choice is also argued to be a feature of CIC in recent studies (Waer, 2012; Da&amp;#351;k&amp;#305;n, 2014), yet no further research has been done in this regard. The internal consistency between the L1 deployment quality as the central concern by the L1 re-evaluation (e.g. Hall &amp; Cook, 2013) and CIC-oriented classroom teaching enables to link them on a macro level to understand language choice in different micro classroom modes (Walsh 2006;2011; 2013). This is set for the in-depth investigation on interactional features of code-switching. Interactional code-switching is also proposed to direct the study to look at the code-switching instances which promote learners' learning opportunities in EFL classrooms.</p>
<p><b>Miaomiao Zuo</b></p>	<p>This study originally sets out to identify the features and patterns manifested by code-switching in EFL teacher talk based on insights of CIC in China's university setting. Conversation analysis (CA) and corpus linguistics (CL) will be combined to analyse the progressively collected audio/video recordings.</p>
	<p>References Hall, G. &amp; Cook, G. (2013). Own-language use in ELT: Exploring global practices and attitudes. British Council, 1, 1-48. Waer, H. (2012). Why that language, in that context, right now?: The use of The L1 in L2 classroom interaction in an Egyptian setting. PhD thesis. University of Newcastle upon Tyne. Walsh, S. (2013). Classroom discourse and teacher development. Edinburgh, Scotland: Edinburgh University Press.</p>
<p><a href="mailto:m.zuo@ncl.ac.uk">m.zuo@ncl.ac.uk</a></p>	


<p><b>Students learn English idioms through WhatsApp: Use of smartphones outside the classroom context</b></p>	<p>This study aims at investigating the effect of a mobile application—WhatsApp—on teaching English idioms to EFL students. The data were collected from 40 intermediate level students who were enrolled in the English Language Preparatory Program of a state university in Turkey in the 2014-2015 academic year. The students were placed in three WhatsApp groups, an online platform through which they could interact with each other, the teacher and the content. The researchers provided the students with three idioms per week for five weeks via WhatsApp. The participant students were expected to explore the meanings of idioms by analyzing sample sentences from different online sources. They shared the sample sentences in their WhatsApp groups and had discussions in English regarding the use and meaning of idioms. Additionally, they kept idiom journals to write down the idioms and sample usages to enhance learning. In order to see the effectiveness of this application, students were given an achievement test and a sub-sample group of students were interviewed. The results revealed how students benefited from WhatsApp as a learning tool and their reactions to mobile learning outside the classroom context. The findings are important in the development of mobile learning in the field of foreign language education.</p>
<p><b>Özgür Şahan &amp; Mustafa Çoban &amp; Kari Elizabeth Coffman</b></p>	
	
<p><a href="mailto:ozgursahan66@hotmail.com">ozgursahan66@hotmail.com</a></p>	




<p><b>Challenges in Transcribing and Coding Multilingual Data</b></p>	<p>In the context of ethnographically-gathered multilingual family conversations from western India, the presentation examines the implications of different choices and assumptions in the process of transcribing and coding data. The data comes from a PhD research project investigating differing multilingual practices between two generations of native Gujarati speakers in India who have attended English medium-of-instruction institutions for part or all of their educational path, and who also know Hindi. The project aims to explore the way in which different multilingual practices on the part of young adults and their parents could constitute different styles, against a backdrop of recent social and economic change in India. The presentation is focused on the impact of the process of transcribing and coding on the efforts to answer the research questions. This includes constraints imposed by software, and in particular deals with deconstructing the boundaries between languages often perceived by researchers and participants as discrete categories in and of themselves. With examples of “in between” linguistic categories from Gujarati-English mixed-code speech, the presentation outlines the challenges of the seemingly simple yet in fact complex task of determining “which language” the elements of a multilingual corpus belong to, and the need to interrogate our own preconceived ideas and perspectives throughout the transcription and coding process. This presentation aims to reflect upon how and why we transcribe and code multilingual data in certain ways, and the assumptions, pitfalls and researcher positioning underlying the process.</p>
<p><b>Virginia Grover</b></p>	
	
<p><a href="mailto:gigigrover@yahoo.com">gigigrover@yahoo.com</a></p>	

<p><b>Teaching ESL reading: Issues and considerations in K-12</b></p>	<p>In ESL classrooms, teachers face tremendous challenges in successfully implementing an L2 reading pedagogy that assists learners in developing their L2 reading comprehension. Given that reading comprehension is a crucial skill in learners' academic performance, the ways in which how reading comprehension should be taught should deserve more attention. This presentation reports a longitudinal study that explores ESL teachers' attitudes and perceptions of teaching L2 reading in a K-12 setting. Qualitative research measures were taken such as the utilization of observations, semi-structured interviews, and field notes to analyze the issues with which these ESL practitioners have faced from their experiences underpinning their teaching philosophy. Data demonstrate that six issues were essential and should be addressed by teachers such as learners' different L2 proficiency levels, teaching practices of reading, material selection, and the development of reading at home, school demand, and students' low L1 proficiency. These issues raised by these practitioners would be compared and analyzed with several pedagogical implications yielded for a more effective L2 reading pedagogy for ESL practitioners in other international settings.</p>
<p><b>Fan-Wei Kung</b></p>	
	
<p><a href="mailto:iaacool99@yahoo.com">iaacool99@yahoo.com</a></p>	


<p><b>“Writing in English takes too long so my teacher usually missed that out”: Vietnamese postgraduates’ experiences of learning to write in English.</b></p>	<p>Postgraduates in Vietnam are increasingly expected to write university assignments in English. This is often a daunting task and students feel unprepared to meet the academic writing requirements which contrast significantly to their previous writing activities in English and Vietnamese. Situated within second language writing fields and English for Academic Purposes the research project used writing biographies, text analysis, and composing aloud techniques to explore how eleven students from various academic disciplines in Hanoi and Ho chi Minh City a) perceive writing university assignments in English, b) which genres they produce within their university courses and c) the essay writing processes they engage in. Preliminary findings confirm that postgraduates’ English language learning was dominated by a grammar- focused curriculum with writing in English limited to 'fill the gap' exercises and multiple choice assessments. These findings corroborate issues in learning to write in English within the Vietnamese context. At higher levels, students struggled to identify with the critical thinking, disciplinary rhetoric and research concepts introduced within MA courses. For those who aspire to study or work abroad, the ‘IELTS experience’ has thwarted perceptions of and writing processes used within the ‘essay’ genre. The research highlights challenges of being a ‘native English outsider’ attempting to grasp culturally embedded concepts including the influence of Confucianism; and capturing the authentic intended meanings of students when working with interpreters. A multi- stage verification process was designed to respond to these threats to validity and was used with success to endorse the value of the research.</p>
<p><b>Michelle Evans</b></p>	
	
<p><a href="mailto:michelle.evans@warwick.ac.uk">michelle.evans@warwick.ac.uk</a></p>	

<p><b>Spontaneity and Authenticity in English Language Classrooms</b></p>	<p>Although the term ‘authenticity’ has been revisited in the field of English Language Teaching (ELT) over recent years, it is usually described within a limited framework that focuses on the quality of texts used in the classroom. Adopting van Lier’s description of authenticity as ‘the result of acts of authentication, by students and their teachers, of the learning process and the language used in it’ (1996, p.128), my study focuses on the dynamic and multi-dimensional nature of authenticity in English language classrooms.</p>
<p><b>Erkan Külekci</b></p>	<p>The findings revealed that spontaneous acts and utterances by the students and the teachers in response to particular classroom texts, tasks or incidents in general could be considered as a part of the process of authentication in language classrooms. Therefore, in this presentation, I will discuss ‘spontaneity’ as one of the defining features of ‘authenticity’, thus of the process of authentication, in the language classroom.</p>
	<p>This presentation consists of four main parts. First, I will briefly present how authenticity has been discussed in ELT and why we should embrace a more dynamic view of authenticity in the field. Second, I will describe ‘spontaneity’ in language classrooms and its place within the working definition of ‘authenticity’ in this study. Third, I will describe the specific research context and the research design that is situated within the qualitative case study approach. Finally, to illustrate the interconnectedness between authenticity and spontaneity in language classrooms, I will share some data samples collected through classroom observations and semi-structured interviews with students and teachers.</p>
<p><a href="mailto:E.Kulekci@warwick.ac.uk">E.Kulekci@warwick.ac.uk</a></p>	


<p><b>The Power of Extensive Reading in the EFL Classroom</b></p>	<p>The sole use of intensive reading, which implies close study of short passages, in the English as a Foreign Language (EFL) classroom leads to undesired learning results such as boredom, demotivation and slow reading. Extensive reading (ER), which implies reading large quantities of easy materials for pleasure, is widely believed to enhance language learning through its wide range of benefits (e.g., increasing reading speed and vocabulary knowledge, and motivating students).</p>
<p><b>Mohammed Ateek</b></p>	<p>This paper discusses the application of ER in the EFL classroom through analysing an ER action research program, which was recently conducted in a Jordanian EFL classroom for three months. The study aims at ascertaining the gains in language proficiency and attitude that EFL learners obtained from ER and discussing the extent to which ER increases the Jordanian EFL reading strategies, reading speed and vocabulary knowledge in the target language. Both quantitative and qualitative data were collected from ten Jordanian EFL learners.</p>
 <p>Anglia Ruskin University Cambridge &amp; Chelmsford</p>	<p>The resulting data were thematically analysed. The findings show the learners' change in motivation towards reading in English from mostly negative to mostly positive. It was also found that ER greatly increased the participants' reading speed and vocabulary knowledge. However, it had very little effect on their writing skill.</p>
<p><a href="mailto:mohammed.ateeq88@hotmail.com">mohammed.ateeq88@hotmail.com</a></p>	


<p><b>The desirability of multiple tests in assessing vocabulary size</b></p>	<p>It has become an axiom in vocabulary testing that multiples measures of vocabulary knowledge are needed to fully characterise a learner’s vocabulary knowledge and ability (e.g. Nation 2007, Richards and Malvern 2007). Testing vocabulary knowledge is considered complicated as it involves assessing different aspect of the words. It is argued that a learner’s identity can be usefully characterised by using different</p>
<p><b>Shadan Roghani</b></p>	<p>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 involves giving a category and seeing how many words the test subject can produce from a themed prompt like</p>
<p> <b>Swansea University</b> <b>Prifysgol Abertawe</b></p>	<p>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. The research produced promising results and appears to be valid and reliable. The test can distinguish between learners at different levels of knowledge and it correlates with other tests of productive vocabulary size and scores on other tests of vocabulary knowledge. If further experimental work confirms this method, then it may become a very</p>
<p><a href="mailto:601251@swansea.ac.uk">601251@swansea.ac.uk</a></p>	<p>useful practical tool for language teachers to monitor knowledge and the progress of their learners in this important area.</p>


<p><b>Second Language Acquisition of Motion Verbs: a Bidirectional Study of Learners of Arabic and English</b></p>	<p>According to Talmy’s typology of lexicalisation patterns (1985), languages differ in the way they express the semantic constituents of motion events: Path and Manner. In both English and Arabic, [manner] is mapped onto the verb, and [path] can either also be on the verb or it can map onto a preposition. However, the lexical distribution of these two patterns differs between the two languages. Examples (1a-b) illustrate a case where the mapping of manner and path is the same in both languages, while (2a–b) illustrate a difference: in English (2a) [path] maps onto either up or down, whereas in the Arabic equivalent (2b) [path] maps onto the verb, and inclusion of a preposition is ungrammatical.</p>
<p><b>Rashida Albaqami</b></p>	<p>This study investigates the acquisition of spatial morphology in English by Saudi Arabic speakers. Following the proposal in Lardiere’s (2009) Feature Reassembly Hypothesis (FRH), I assume that cross-linguistic variation arises due to differing configurations of features between languages. If the L1 feature configurations transfer, then motion expressions in the L2 whose feature reconfiguration differs from the L1 (e.g., (2a)) are predicted to be more difficult to acquire than those where the feature configuration matches (e.g., (1a)) and thus no further feature reconfiguration is required.</p>
	<p>Sixty Saudi-Arabic speakers of English with different proficiency levels and 20 British English native-speakers completed a grammaticality judgment task (GJT). The task included two types of feature configurations: L1–L2 matched (n=8) vs. L1-L2 mismatched (n=24). The latter was divided into three sets of 8 tokens based on what type of feature reassembly—feature addition, feature deletion, or feature substitution—was required in order to move from the L1 feature configuration to the target feature set. Each type is further sub-divided into well-formed (n=4) and ill-formed (n=8) sentences. Test items are illustrated in (3a–b): the verb approach does not select a particle to carry [path] whereas the Arabic equivalent yaqtarib ‘approach’ selects the particle min ‘from’. Participants judged the acceptability of the sentences using a 4-point scale.</p>
<p><a href="mailto:RMA514@YORK.AC.UK">RMA514@YORK.AC.UK</a></p>	

<p><b>The role of linguistic exposure and attitude in developing listening and speaking skills among Indonesian students in Native English Language academic settings.</b></p>	<p>International students (e.g.: students from Asia, South East Asia, and Indonesia especially) may be able to communicate, but they might lack language skills for academic communication. Traditional methods used in teaching English, cultures, linguistic exposure and attitude might be the factors which could influence the ability of students to communicate in English well. In this research, 40 Indonesian postgraduate students in the United Kingdom will be selected randomly, and mixed method was used to find out the possible materials which can better help in solving these problems. Furthermore, Action Research will also be used in this research to develop listening and speaking materials which might be more suitable to cater for the needs of Indonesian postgraduate students as suggested in research findings. The first stage of pilot study informed by questionnaires and interview results show that Indonesian postgraduate students face some difficulties in listening and speaking, especially in their academic contexts, which affect their success in studies. The lack of required skills in communication in English also could undermine their contributions in international events, despite having learned English for at least nine to ten years. The aim of this research is to investigate how to enhance listening and speaking skills of students who have experienced studying and staying in English speaking countries and yet still struggle with the demands that English communication skills present. It also seeks to develop listening and speaking materials which might be suitable for the learning needs of Indonesian students.</p>
<p><b>Nor Jannah</b></p>	
	
<p><b>n.jannah7634@ student.leedsbeckett.ac.uk</b></p>	




<p><b>An Evaluation of the English Language Nigeria Certificate in Education: A Case Study of Three Colleges of Education.</b></p>	<p>This study evaluated the implementation of the English language Nigeria Certificate in Education Curriculum. The treatise, which is underpinned by the Context, Input, Process and Product (CIPP) Evaluation model, utilized three colleges of education as a case study. The NCE is the basic qualification for teaching in Nigeria.</p>
<p><b>Oris Tom-Lawyer</b></p>	<p>The dissertation was conducted to determine the adequacy of the skills and preparation of NCE English language teachers as the poor performance of Nigerian students in external English language examinations has become a source of apprehension to the public.</p>
	<p>A mixed method approach was adopted within the framework of the CIPP Evaluation model, while utilizing a case study. Multistage and purposive sampling methods were employed to draw the sample comprising twenty lecturers and one hundred and twenty students. The data collection instruments were questionnaires, observation checklist, interviews, documentary analysis and field notes.</p>
<p><a href="mailto:ootom-lawyer@uclan.ac.uk">ootom-lawyer@uclan.ac.uk</a></p>	<p>Basically, the study showed the ineffective implementation of the curriculum as a factor for the failure of Nigerian students in external English language examinations. The treatise established the deficiency of the students in the basic skills of the language; noted the dissatisfaction of the lecturers with the practical listening and speech work aspect of the course outline and identified the factors that inhibit the implementation of the curriculum</p> <p>An upward review of admission criteria into the colleges, the allocation of more funds to the colleges and the examination of the peculiar nature of Tai Solarin College of Education were recommended.</p>

<p><b>Understanding shifts in academic reading strategies: A case study of Malaysian undergraduates in a British university</b></p>	<p>Academic reading in a second language (L2) is possibly one of the more critical elements affecting academic success in higher education. Yet the available literature points to students' L2 academic reading ability as a somewhat neglected issue with educators seeming to assume that their students already know "how to read", that is, they can read effectively in their first language (L1). It may be that the process of L2 reading is not accessible when examined from outside perspectives. Thus, this study aims to understand academic reading in an L2 through the eyes of Malaysian ESL undergraduates. The longitudinal data was gathered from individual interviews as its primary data collection method in a span of one year. The findings suggest that the participants' use of reading strategies become embedded in the rigour of text complexity. Moreover, as the participants progress into their second year of study, the changes in their reading strategies are triggered by various factors such as the establishment of background knowledge, socio-cultural (Gao, 2008) and motivation (Dornyei &amp; Kubanyiova, 2014) which also affect their roles as ESL readers. This study indicates that even advanced L2 learners could not escape the intricacies of academic reading in an L2.</p>
<p><b>Esther Jawing</b></p>	
	
<p><a href="mailto:E.B.Jawing@warwick.ac.uk">E.B.Jawing@warwick.ac.uk</a></p>	

<p><b>Collaborative approaches to learning in a primary intensive second language classroom: The roles of peer interaction and scaffolding</b></p>	<p>Though previous empirical studies have investigated classroom-based peer interaction from adult and tertiary students, there has been a dearth of research with regard to how children could develop their second language through such a learning model. To bridge this gap, this study, drawing on socio-cultural theory, investigated how five children in an intensive elementary level grade 5 class of English as second language in the USA collaborated with each other through various learning tasks. Each student carried out nine collaborative tasks over a three-week period using several qualitative research instruments such as videotaped recordings, classroom observations, and interviews for data analysis. The results revealed that older learners were found to be more capable of engaging in linguistically oriented tasks, which was different from their younger counterparts. All learners were found to be capable of providing various scaffolding with each other as they engaged in peer collaborative tasks in class. Request for assistance and other-correction were discovered to be the most frequent strategies that underpinned students' second language acquisition. Learning through peer collaborative tasks was also shown to be more conducive to fostering interaction than one-way tasks. Several pedagogical implications would be discussed as to how the findings of this study could shed some light on how language learners of various backgrounds could benefit from collaborative learning in other contexts.</p>
<p><b>Fan-Wei Kung</b></p>	
	
<p><a href="mailto:fkung01@qub.ac.uk">fkung01@qub.ac.uk</a></p>	

## Poster Abstracts

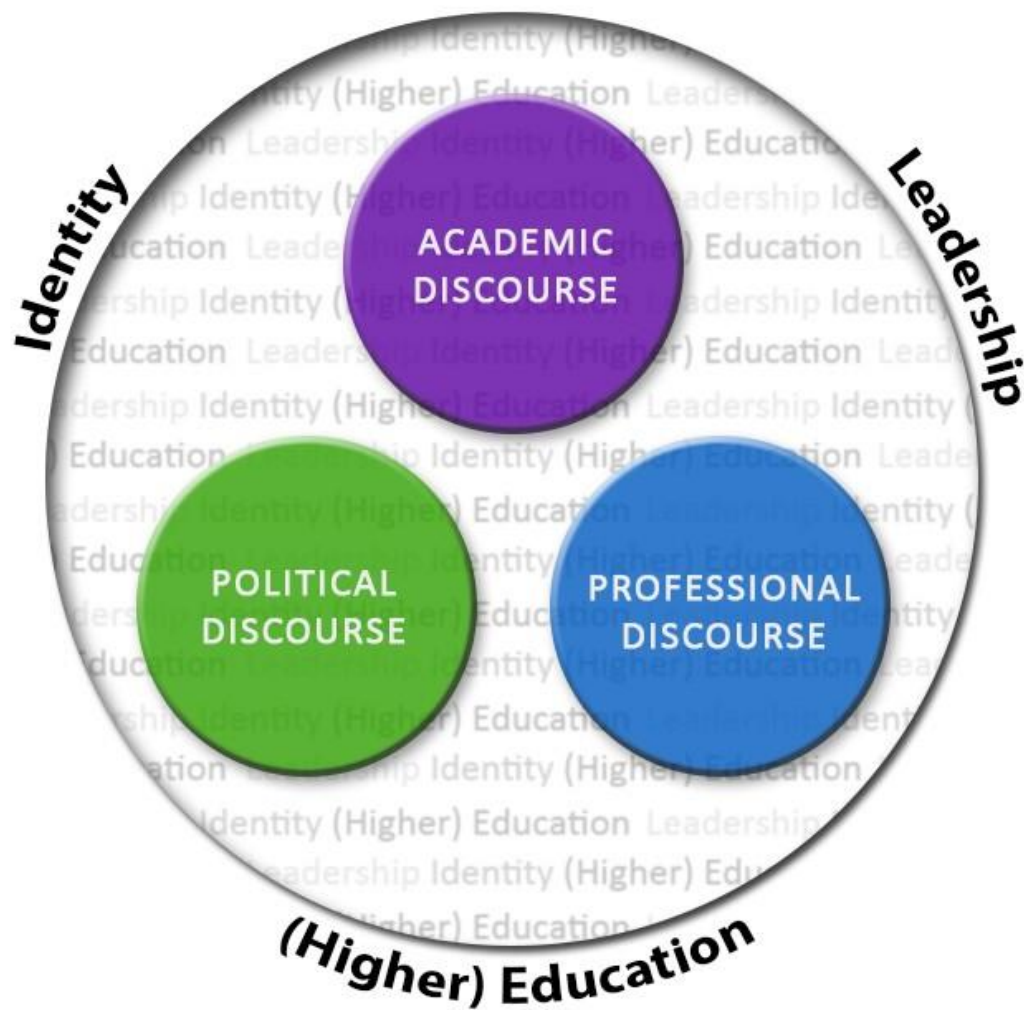


<p><b>Critical Thinking Skills for ESAP Engineering: a research into theory, practice and the development of critical thinking skills within Foundation Engineering Programme</b></p>	<p>Promoting critical thinking has been an integral part of academic English pedagogy, and developing criticality among university students has been one of the principal goals of higher education, (Halpern, 1999). Hence, developing criticality among students should be the guiding force for effective educational curriculum, pedagogy and policy, (Halx and Reybold, 2006:293; Elder, 2005:39). However, current critical thinking development research has mainly focused on academic writing, (Johnston et al., 2012) and classroom participation, (Melles, 2008; 2003), with very little empirical research on the key issue of what is the current situation of criticality development across curriculum in the actual undergraduate classroom, (Johnston et al., 2012; Browne and Freeman, 2000; Halpern, 1999:69).</p>
<p><b>Sevendy Patchamuthu</b></p>	<p>To respond to this query, this study uses Foundation Year Engineering Programme in the UK University to investigate how the current curriculum and class room practice address the expectations and learning needs of students on their criticality development, taking account of their previous L1 and cultural backgrounds and previous learning experiences.</p>
	<p>This inter-disciplinary empirical research on English for Specific Purposes (ESAP) for Engineering uses mixed methods; quantitative and qualitative. Data is collected using: (i) content analysis on programme/module profile, (ii) on-line questionnaire (students), (iii) focus group discussion (students), class room observation (classroom practice), semi-structured interview (module instructors).</p>
<p><a href="mailto:sp2e12@soton.ac.uk">sp2e12@soton.ac.uk</a></p>	<p>The research findings will be used to design a functional checklist for critical skills for ESAP engineering. And, the implication of this study is expected to contribute to curricular and pedagogical revision in respond to Engineering students' current academic needs in ESAP Engineering course.</p>

<p><b>Lecturers' and students' attitudes towards English Medium of Instruction for academic subjects in the Japanese tertiary context.</b></p>	<p>Universities around the globe are increasingly beginning to implement English Medium of Instruction (EMI) language policies to teach degree programmes (at both Undergraduate and Graduate level) such as Science, Engineering, and Economics and Management. Often this is to attract international students, to raise the university's global profile, and to increase the employability of their graduates. Research on whether such policies are perceived as effective by key stakeholders (i.e. lecturers and students) is sparse. This study therefore aims to fill this gap by examining these stakeholders' attitudes towards EMI. The focus will be on 13 Japanese universities participating in the Global 30 (G30) Project, in which a portion of the degree programs are offered in English. Data will be collected using a questionnaire survey and follow-up semi-structured interviews. The questionnaire will be developed using an inductive, qualitative approach to elicit themes arising in relation to attitudes towards EMI. This will be done using unstructured interviews followed by drafting and piloting the questionnaire. Follow-up semi-structured interviews will provide further insight into questionnaire responses. The latent construct of Attitudes will be operationalized as: satisfaction with policy implementation, impact of lecturer/student proficiency, teaching/learning workload, necessity of support measures, and effect on content learning. Kelly's (1955) Personal Construct Theory will be drawn on in order to interpret how the participants view and interpret the EMI policy. Based on the findings, suggestions of how EMI policy implementation might be improved, as well as recommendations for further research on EMI policies in Japan will then be given.</p>
<p><b>Samantha Seiter</b></p>	
	
<p><a href="mailto:samantha.seiter@education.ox.ac.uk">samantha.seiter@education.ox.ac.uk</a></p>	




**Professional and Academic Discourse**




## Paper Abstracts




<b>Rhetorical Structure of Political Science Research Article Abstracts</b>	<p>This research paper reports an analysis of the rhetorical structure of the abstracts from the political science research articles. In EAP/ ESP genre analysis has always been given importance because it is essential for the university students, particularly the postgraduate students, to familiarize themselves with international generic structures of their field to be accepted as a member of the scientific communities (Martin, 2003). A number of studies have been done on various sections of a research article but unfortunately very little attention is paid to the abstract part. Moreover, none has done any research in identifying the conventional structure of political science research article (RA) abstracts till today. To fill these gaps I decided to conduct a short analysis to examine the schematic structure of the abstracts of this particular discipline. For this study, I randomly selected 30 abstracts from the recent issues of 3 internationally recognized political science journals. The corpus was then analyzed using Hyland's (2000) rhetorical move structure. Interestingly, a new move was found, i.e. 'argument', which is quite frequent and explicit in the political science RA abstracts. It was also found that the order of the appearance of the moves in the texts varied to some extent, and some moves were found very frequent while some are less frequent. These findings are significant because the analyzed texts can be exploited in an EAP/ ESP class to facilitate the understanding of the rhetoric purpose of the authors that is reflected through the discourse patterns and function of the moves.</p>
<b>Mehdi Hassan</b>	
<b>UNIVERSITY OF BIRMINGHAM</b>	
<a href="mailto:mxh419@student.bham.ac.uk">mxh419@student.bham.ac.uk</a>	


<p><b>Setting Minimal Educational Writing Standards for Medical Students Benchmarked against the Common European Framework of Reference for Languages: CEFR</b></p>	<p>The Preparatory Year (PY) is a one-year foundation programme designed to prepare freshmen students in different skills including English language skills (Al-Murabit, 2012). The PY has recently started using the Common European Framework of Reference CEFR (Council of Europe, 2001) as a reference tool to assist in curriculum development, textbook selection and assessment. In addition, the PY expected outcomes at the end of the programme, are derived from the CEFR. However, the CEFR should be tailored to the context where it is used and adapted to suit the needs of that context (North, 2007). For this reason, this study aims at using the CEFR writing descriptors to identify the students' levels. It will also use to conduct a needs analysis study for the purpose of determining the minimal educational standards that are needed and expected from the local context-medical/health track students studying the PYP. The study will be targeting different stakeholder groups (at the PY and the medical colleges). Mixed-method approach will be used to triangulate and gather more cohesive and comprehensive information regarding those educational standards. In conclusion, the study aims to contribute to the field of using CEFR as a reference tool to identify the standards need to be acquired by PY medical/health track students. It is also hoped that this initiative will be further researched and made use of by all parties at the PYP as well as similar programmes.</p>
<p><b>Ebtesam Abdulhaleem</b></p>	
	
<p><a href="mailto:E.AbdulHaleem@warwick.ac.uk">E.AbdulHaleem@warwick.ac.uk</a></p>	




<p><b>Exploring post-apartheid identity struggles: a case study of a royal South African family</b></p>	<p>Identity in post-apartheid South Africa has increasingly been the focus of scholarly attention because since the end of apartheid, there has been “the need for new identities to be created among South Africans, and for South Africans to forge a new relationship with their society and country” (Cornelissen &amp; Horstmeier, 2002:55). This relationship is marred by a history of colonialism and racial discrimination faced by native South Africans, which inevitably influences both the present and the future.</p>
<p><b>Joelle Loew</b></p>	<p>This paper addresses the complex issue of post-apartheid identities against the backdrop of emerging conflicts between royal families in rural kingdoms and a modernizing South African society. Influenced by discourses of modernity and tradition, these historical and societal dimensions serve as a site for analysing identity struggles of members of one particular royal family.</p>
	<p>Using field notes from a recent journey to South Africa and follow up interviews with family members, I will explore how they understand themselves and their relevance as royalty, which seems to be in stark contrast to how they are viewed by others. I will further explore this struggle taking into account the constraints put onto them through their royal heritage, i.e. customs and traditions they must combine with their modern every-day life.</p>
<p><a href="mailto:J.T.Loew@warwick.ac.uk">J.T.Loew@warwick.ac.uk</a></p>	<p>The findings of this study contribute to a better understanding of the complex post-apartheid identity struggles faced by royal families in rural South Africa in the light of discourses of modernity and traditions shaped by a history of apartheid.</p>


<p><b>A conversation analytic study of advice sequences in undergraduate dissertation supervision</b></p>	<p>I report on my conversation analytic study of UK undergraduate dissertation supervision, based on audio data and transcripts. I explore some of my findings in relation to these research questions:</p> <ul style="list-style-type: none"> <li>• How do tutors build their advice? Which formulations do they use? How do they fit advice to the student?</li> <li>• How do tutors minimise resistance and react to any resistance?</li> <li>• How do students ask for and respond to advice?</li> <li>• Is advice managed differently depending on whether the student initiated it or not?</li> </ul>
<p><b>Marion West</b></p>	<p>It is no surprise that supervisory practices contain “inherent ambivalences” (Vehviläinen 2009:165) with students designing turns to display their competence and knowledge on the one hand, with requests for reassurance on the other. Advice is requested, given, resisted and built or reworked in stepwise fashion (Heritage and Sefi 1992, Park 2014). My findings show that tutors’ “epistemics of expertise” may clash with students’ “epistemics of experience” (Heritage 2013:392).</p>
	<p>I focus on self-repair within these advice sequences, for it is “within the mess of self-repair..... that speakers orient to what is the appropriate form to do this action in this sequential place”(Drew, Walker and Ogden 2013:93). Tutors may repair their turn by increasing the force of a chosen modal (eg replacing could with can) or by bolstering their advice with accounts. Students repair their turn by demonstrating that they have given the matter in hand previous thought (eg I’ve always wondered.I draw conclusions about the delicate balancing act of orienting to entitlement, optionality and contingency and explore implications for practice.</p>
<p><a href="mailto:M.West2@wlv.ac.uk">M.West2@wlv.ac.uk</a></p>	


<p><b>How Chinese learners of English say “Thank you”: a discourse analysis of L2 academic dissertation acknowledgements</b></p>	<p>Acknowledgement is an important part of academic genres, as it usually appears in the beginning of dissertations and offers students an ‘unique rhetorical space’ to express their gratitude for helps and supports for one or more socially and/ or academically favourable character(s), and also enable students to develop their academic and social identity (Hyland and Tse, 2004). A corpus of 30 academic acknowledgements written by Chinese second language learners of English is collected via ProQuest Digital Dissertations database. Based on Hyland’s three-tier model (2004) for dissertation acknowledgements, this study explores the linguistic features and their awareness of language use in broad socio-cultural perspectives. Organization of acknowledgements (move structures &amp; discourse length), genre patterns, (thanking strategies &amp; realizations, lexico-grammatical patterns), contents, lexical selection, commonly used phrases &amp; salutations are studied and analyzed. Further, socio-culture factors like academic conventions, institutional preferences and the language context are also discussed. Antconc (3.4.3 w), a free software for linguistic analysis is used in this study. The research data are analyzed in both qualitative and quantitative ways. This research helps to develop Chinese students of English’s awareness when writing an academic assignment, and facilitate them with writing efficiency via proper L2 use.</p> <p>Hyland, K. (2004). <i>Disciplinary discourses: Social interactions in academic writing</i>. University of Michigan Press.</p> <p>Hyland, K., &amp; Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. <i>Applied linguistics</i>, 25(2), 156-177.</p>
<p><b>Fangbo Liao</b></p>	
	
<p><a href="mailto:fangbo.liao@st-hildas.ox.ac.uk">fangbo.liao@st-hildas.ox.ac.uk</a></p>	

<p><b>Diachronic Study of English Loanwords in the Central Kurdish Dialect in the Political Media</b></p>	<p>The motivation behind this study is the frequent use of English loanwords in the Central Kurdish dialect. A period of contact between Kurdish and English in the Kurdistan region of Iraq began in 2003. The Kurdistan Regional Government (KRG) has made a priority of promoting the use of English in politics, technology, economy, tourism and education.</p>
<p><b>Dashne Sedeeq</b></p>	<p>Most of the earlier studies have limited themselves on phonetic change in Arabic and Persian loanwords in Kurdish, but the current project is a diachronic study of the use of English loanwords in Kurdish political discourse between 1993 and 2013 based on political articles in the Khabat Newspaper. The data demonstrates that there is a dramatic change in the use of English loanwords in Kurdish, in 1993 was used at 2.4%, and the following decade they gained more familiarity until their maximum use in 2013 at 3.03%.</p>
 <p><b>University of Leicester</b></p>	<p>Additionally, this study shows the semantic distribution of the political loanwords. The political loanwords in this study classify into nine titles, which are political idea, administration, media, party and organization, ruler, government process, political violence, legislation and law-making and general words. This classification base on how these loanwords reflect in the Kurdish society in the Kurdistan region. The result shows that most of the loanwords classify under the political idea in the early 1990s, and then gradually declined until its lowest use in 2013.</p>
<p><a href="mailto:das36@le.ac.uk">das36@le.ac.uk</a></p>	<p>Much work remains to be done towards this study, including analysing the data from phonological and morphological perspectives.</p>

<p><b>An investigation of the relationship between Vietnamese teachers' belief, identity and their English classroom discourse</b></p>	<p>When interviewing Vietnamese teachers, the most frequent response on Vietnamese teachers' identity is claimed as a friend to their students in English classrooms. Due to traditional teaching methodologies that normally result in a role imbalance between teachers and students in classroom context, known as teacher-centred, the perceived friendship identity that Vietnamese teachers reveal between them and their students is of particular interest. Although some research has been conducted on the topic of teachers' identity in the context of Vietnam, the vast majority of recently conducted research has only been premised on the areas of classroom management per se. Specifically, Vietnamese teachers' identity is determined by their classroom management skill, such as lesson plan, group management, and game integration and so on.</p>
<p><b>Thi Hong Nhung Nguyen</b></p>	<p>This paper reports on my MA project in which these issues around teachers' identities in Vietnam were approached differently, namely by analysing and interpreting their classroom-spoken discourse. By doing so, the teachers' identities are examined carefully in relations to their turn-taking and sequence organisation drawing mainly from CA methodology. One-to-one interviews were also conducted to further support the findings of the study.</p>
	<p>Findings show an inconsistency between Vietnamese teachers' beliefs and their identity. Additionally, the existence of power asymmetry between teachers and students in classroom discourse is evident. This study thus sheds further light on the complex relationship between teachers' beliefs and their actual classroom practice in Vietnam.</p>
<p><a href="mailto:T.H.N.Nguyen@warwick.ac.uk">T.H.N.Nguyen@warwick.ac.uk</a></p>	

<p><b>Who should be helped? Discourses on migration, unemployment and regional policy in Britain in the inter war years.</b></p>	<p>In Britain in the inter war years unemployment was starkly divided between depressed heavy industrial areas like the North East and South Wales, and the relatively prosperous Southern England and Midlands. Government policy was to encourage migration from depressed to prosperous areas and the Industrial Transference Board (ITB) facilitated this. Transferees were mainly young and often leaving family homes for the first time under economic (and possibly benefit system) pressure. The paper will use Critical Discourse Analysis to examine the ideological roots of transference and will relate discourse in policy documents to wider social structures. This will be achieved through the examination of the ITB's annual reports to illustrate the official perspective. But also of trade union records from areas that received migrants to provide a counter perspective.</p> <p>Populations in the depressed areas were assessed and categorised into a taxonomy of 'transferability' in part according to the degree to which their 'demoralisation' due to unemployment was feared to be socially dangerous. The policy is articulated within the liberal economic philosophy of the time with a stress on the 'naturalness' of economic process. Unions concerns in the receiving areas were focussed on the potential for undercutting of wages for their members and for local unemployment. Community solidarities and social assistance programmes in the depressed areas were assessed in terms of how they affected willingness to migrate.</p> <p>The paper will show how the discourse of policy makers sought to frame the issue of regional unemployment and legitimise policy.</p>
<p><b>Matthew Cooper</b></p>	
	
<p><a href="mailto:Matthew.Cooper@warwick.ac.uk">Matthew.Cooper@warwick.ac.uk</a></p>	


<p><b>A Corpus-based Study of Rhetorical Patterns in Turkish University Students' Argumentative Essays</b></p>	<p>The study focuses on whether Turkish university students have similar or different writing preferences in their L1 and L2 argumentative essays. The question how much knowledge of academic writing a Turkish university student really has before entering the English preparatory program triggered this research. To answer that question in more detail a corpus-based study was conducted. Before starting their academic writing courses, students were asked to write a Turkish essay with similar prompts to the TOEFL TWE exam. The same group of students was asked to write similar English essays based on TOEFL TWE after receiving English writing instruction. Those essays were compiled into corpus software WORDSMITH 5.0 and analyzed for conventions valued in Turkish and then in English academic essays: overall organization, rhetorical, coherence, transition, placement of main ideas etc. Participants were also given a background questionnaire for eliciting their earlier L1 and L2 writing instruction and selected participants were given stimulated recall interviews. The data was analyzed and patterns were identified then compared with general academic Turkish and English essay conventions. The findings are crucial that they will be the basis of information on where and how to begin when planning English writing instruction at a state university English prep school program in Turkey.</p>
<p><b>Mustafa Çoban &amp; Özgür Şahan</b></p>	
	
<p><a href="mailto:mustafa.coban@btu.edu.tr">mustafa.coban@btu.edu.tr</a></p>	


<p><b>Dynamics of EAP classroom spoken feedback interactions on academic writing</b></p>	<p>There has been an intensive research on the spoken classroom discourse in language classes. Different lines of research examined the potential influencing factors on the spoken discourse of language classrooms. As Walsh (2006) indicates, these lines of research are features of teachers' discourses and influencing factors (e.g., teachers' control patterns, elicitation, repair patterns, and speech modifications), and features of learners' discourses and influencing factors (e.g., learners' participation in classroom interactions, and learners' repair). However, English for Academic Purposes (EAP) classrooms have been scarcely examined. To this end, in this presentation, I will detail findings from a wider grounded theory study I conducted on the theorisation of teacher-student feedback interactions on academic writing across EAP classes at a university in the UK. I will focus on the interviews with teachers and students to detail the dynamics of EAP classroom feedback interactions on academic writing.</p>
<p><b>Zuleyha Unlu</b></p>	<p>My specific aim is to look closely into the issues of teaching and learning in EAP classrooms where existence of external authorities, learners' consciousness of being second language learners and resulting feedback expectations and teachers' encounter with diverse student needs and profiles function simultaneously. The presentation, thus, will include four sections. First, I will present previous research on spoken classroom discourse in language classes. Secondly, I will detail the design of my data collection and analysis procedures. Thirdly, I will explain my research findings from learners and teachers' interviews. Finally, I will discuss the implications for the research in EAP classrooms.</p>
	<p>References</p>
<p><a href="mailto:Z.Unlu@warwick.ac.uk">Z.Unlu@warwick.ac.uk</a></p>	<p>Walsh, S. (2006). Investigating classroom discourse. Routledge.</p>




## Poster Abstracts

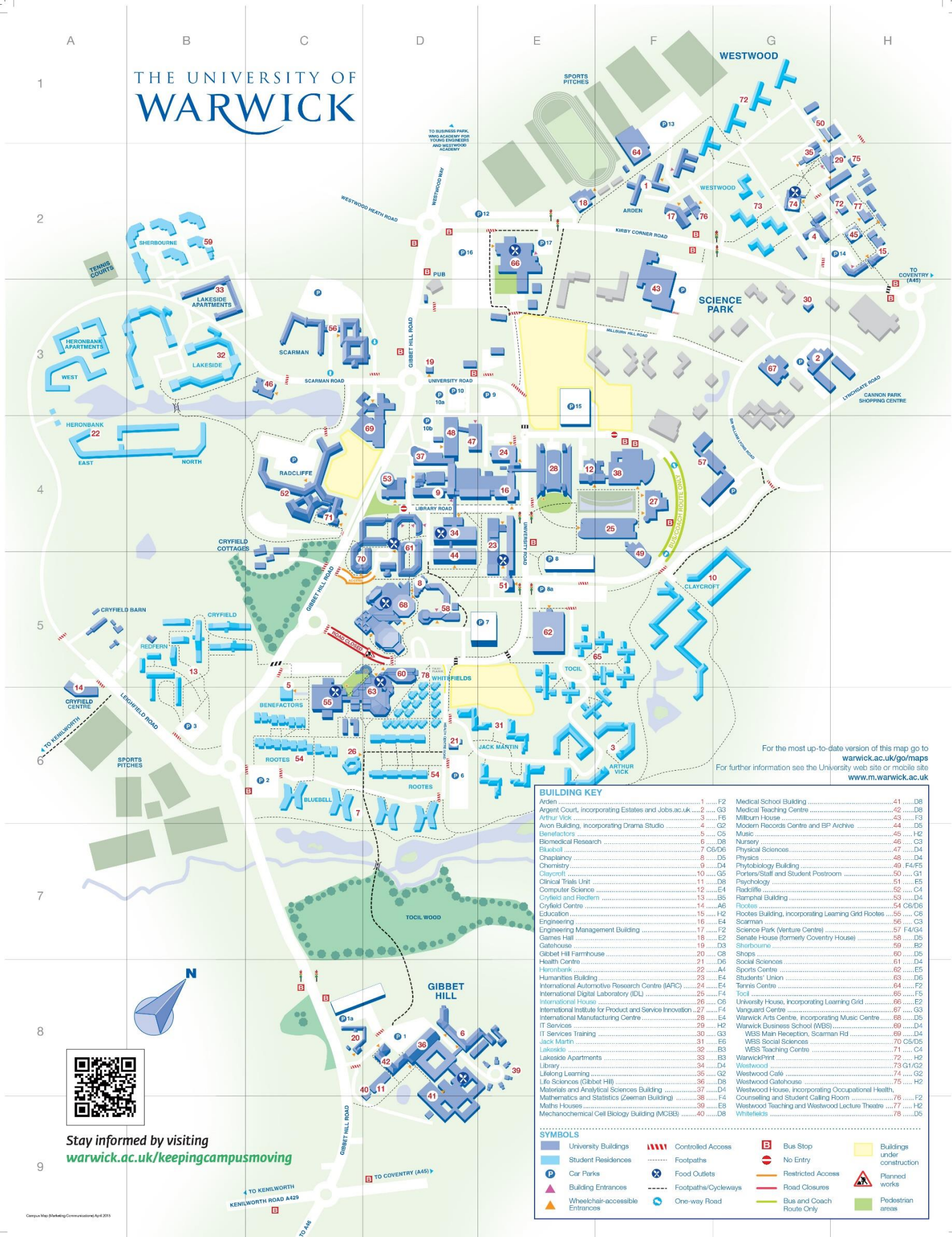


<p><b>Am I We? Perceptions of Self and Others in Leadership Discourse</b></p>	<p>The given poster is part of a larger cross-cultural study on emotional intelligence in higher education leadership. It illustrates how pattern-based discourse analysis has been applied to examine a complex relationship between language, cultural values and leadership. The discourse literature argues that there exist culturally preferred cognitive models across languages that carry ‘genetic codes’ of dominant value-systems. Despite growing interest in a discourse oriented approach to leadership, there is limited empirical research on how academic leaders’ choice of personal pronouns reveals their cultural orientation.</p> <p>Drawing on semi-structured interview data with 12 heads of academic departments in English and Georgian universities, the author will focus on the use of first person singular and plural pronouns (“I” versus “We”). The tendency of certain personal pronoun use by the research participants will be compared in the English and Georgian languages through the theoretical lenses of individualism and collectivism. The analysis of the leadership discourse will demonstrate how societal level cultural orientation may influence higher education leaders’ perceptions of self and others.</p>
<p><b>Natia Sopromadze</b></p>	
	
<p><a href="mailto:n.sopromadze@warwick.ac.uk">n.sopromadze@warwick.ac.uk</a></p>	

<p><b>Charismatic Leadership in the Context of Clint Eastwood’s “Million Dollar Baby”</b></p>	<p>Leadership has been conceptualised in many different ways: as a sum of traits that the person possesses, as a result of the influence of a crisis situation, or as the combination of a specific personality type in a certain enhancing the leadership situation. However, in this study a more relational viewpoint was adopted, thus defining the leadership process in terms of the interaction and communication between the actors. More specifically, this work is concentrated on the charismatic leadership style. As a data was chosen a movie extract containing the conversation between two characters: a boxing trainer and his employee, in which happens the rather untypical phenomenon of the employee encouraging towards action and motivating the boss. Consequently, the research question that was answered is: how is the leadership conducted in the chosen extract in terms of verbal, paralinguistic and non-verbal communication? The method through which the research was done is transcript of the video, and analysis of the transcript. The results showed some consistency with the theoretical framework, revealing communication strategies fitting into the three stages of frame-breaking, frame-moving and frame-realigning, through which the charismatic leader pursues his or her goal. However, due to the length limitations of the current study, the representation of the three stages was not found to be that distinct and clear-cut, as suggested in the literature. Despite that, it could be averred that the chosen extract indeed pictures charismatic leadership, and had it been longer – could have possibly shown more similarities with the theoretical frame.</p>
<p><b>Zlatomira Ilchovska</b></p>	
	
<p><a href="mailto:Z.ilchovska@warwick.ac.uk">Z.ilchovska@warwick.ac.uk</a></p>	

<p><b>Hedging in written and spoken academic discourse and how it reflects academics' discursive attempts to position themselves</b></p>	<p>In academic writing, researchers risk threatening the negative face of their peers when putting forth a claim, especially the ones whose theories or preceding claims of knowledge are being disproved or criticised. Hence, a prevalent linguistic feature observed in academic writing is hedging. It has become so entrenched that hedging is a distinguishing feature in academic writing and many would argue, a discursive practice that all academics have to abide by, albeit in varying degrees and types depending on disciplines. Greg Myers goes as far as to assert "a sentence (in scientific writing) that looks like a claim but has no hedging is probably not a statement of new knowledge" (1989: 13).</p>
<p><b>Sixian Hah</b></p>	<p>My argument is that in examining how academics hedge, we see how they create their stance and voice and also, their attempts to abide by certain disciplinary norms. In the process, they also construct their identities in relation to their colleagues and other academics that they refer to or cite. This is underpinned by the socio-constructionist view that academics construct their identities through writing and speaking, both of which are discursive practices that they engage in their everyday work. In addition to examining academic writing, my project hopes to explore how hedging could be done in spoken discourse (in the form of interviews) and why researchers would hedge in establishing their identities or positioning themselves in the academic community.</p>
	
<p><a href="mailto:S.Hah@warwick.ac.uk">S.Hah@warwick.ac.uk</a></p>	

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