

# 20<sup>th</sup> Warwick International Conference in Applied Linguistics

27 -29 JUNE, 2017

ABSTRACT BOOKLET

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## **WELCOME NOTE**



A very warm welcome to our 20<sup>th</sup> Warwick International Conference in Applied Linguistics!

Research in Applied Linguistics covers a wide range of topics, and in our conference we particularly focus on those that relate to our department's three main research groups: Language Learning, Teaching and Assessment (LLTA), Professional and Academic Discourse (PAD) and Working and Communicating across Cultures (WACC). We have four renowned plenary speakers who will be exploring these areas from different angles and I'd like to convey a special welcome to them and express our thanks for taking the time to do this.

In our 20 year history, we have had a variety of new developments and this year we're delighted to welcome our undergraduate students to join the event. This is a wonderful initiative.

I wish everyone a rewarding and enjoyable few days, not only listening to talks and discussing ideas but also building new friendships!

***Professor Helen Spencer-Oatey, Director***

***Centre for Applied Linguistics, University of Warwick***

## WELCOME NOTE



We are pleased to welcome you to the 20th Warwick International Conference in Applied Linguistics, a successful tradition of our Centre!

Year by year, the conference is gaining more popularity among postgraduate students, both Masters and PhD, within and outside the UK. The long tradition of the conference was the priming for us to welcome undergraduate students to join the conference for the first time this year.

It is an honour for us to have four keynote speakers who will provide practical advice to participants by leveraging on their expertise and experience. The presence of CAL Alumni to conduct the workshops is another facet of the conference, which aims to build relationships among CAL graduates and current students.

Lastly, I should thank the presenters and the delegates of the conference and I wish them all the best for their career, the staff members of the Centre for Applied Linguistics for their help whenever needed and the generous sponsors for their financial and material aid. Finally, above all, I should express my sincere gratitude to all committee members of WICAL 2017 for their magnanimous contribution, support and time throughout these months, and of course, Dr. Daniel Dauber and Dr. Katharina Lefringhausen, Finance Officer and Centre Advisor respectively, for their enduring support and valuable advice on this enterprise.

***Anastasia Stavridou***

***Chair, The 20<sup>th</sup> WICAL Organising Committee***

## CONFERENCE PROGRAMME - DAY ONE (27<sup>TH</sup> JUNE, 2017)

Time	Event		
10.00 - 10.30	<b>Conference Opening</b> [R0.21] <b>Prof. Helen Spencer-Oatey</b> (Director, Centre for Applied Linguistics)		
10.30 - 11.30	<b>Keynote 1</b> [R0.21] <b>"The textbook is crap, the learners are silly": Multiple case studies of materials consumption</b> <b>Dr. Nigel Harwood</b> (University of Sheffield)		
11.30 - 11.45	<b>Coffee Break</b> [Main Atrium]		
	<b>R0.14</b>	<b>R1.13</b>	<b>R1.15</b>
11.50 - 12.20	Dictogloss task: an experience with a multilingual ESOL group <b>Mirian Führ</b>	Racial humour and identity construction in a German U-19 football team <b>Solvejg Wolfers</b>	No stopping or no entry? You really should not hesitate: The traffic sign recognition of drivers in the UK and the impact of some design and non-design factors. <b>Vera T Tao</b>
12.25 - 12.55	Take note! A study of the note-taking behaviour of tertiary-level students in a Chinese EMI context <b>Weiyi Gao</b>	Master students' perceptions of mixed nationality group work <b>Xiaozhe Cai</b>	Tutor's assignment feedback: Ways to feed forward <b>Komila Tangirova</b>
12.55 - 14.00	<b>Lunch</b> [Main Atrium]		
	<b>R0.14</b>	<b>R1.13</b>	<b>R1.15</b>
14.00 - 14.30	Motivational Patterns and Challenges in Massive Open Online Courses: Learner Perspectives <b>Saifa Haque</b>	Intercultural Competency within multicultural teams - a case study <b>Amany Rashwan</b>	Title: A Discursive Approach towards Emergent Leadership in Leaderless Group Discussion <b>Haiyan Huang</b>
14.35 - 15.05	What do the language learning programmes, Duolingo and Rosetta Stone, do to tackle the issues found in second language acquisition? <b>Alan Siu</b>	Working and relating in multinational and multidisciplinary teams <b>Carolyn Debray</b>	
15.10 - 15.40	Capital, context, habitus and ideal L2 self in second language motivation <b>Chung Kwok</b>	The self and others as seen in academic researchers' positioning practices <b>Sixian Hah</b>	
15.40 - 15.55	<b>Coffee Break</b> [Main Atrium]		
16.00 - 17.00	<b>Workshop 1</b> [R0.21] <b>"A Comparison of Data Coding Procedures Among Different Schools of Grounded Theory"</b> <b>Dr. Züleyha Ünlü</b> (Gaziosmanpasa University, Turkey)		
17.00 -	<b>Drinks Reception</b> [Main Atrium] (followed by Optional Dinner)		

## CONFERENCE PROGRAMME - DAY TWO (28<sup>TH</sup> JUNE, 2017)

Time	Event		
10.00 - 11.00	<p><b>Keynote 2</b> [R0.21]  <b>"Linguistics and Business            –The Case of the Pink Slippers and the iPad"</b>  <b>Dr. Erika Darics</b> (Aston University)</p>		
11.00 - 11.15	<p><b>Coffee Break</b> [Main Atrium]</p>		
	<b>R0.14</b>	<b>R1.13</b>	<b>R1.15</b>
11.20 - 11.50	<p>Parental involvement in preparing children for high-stakes EFL test in Nepal  <b>Saraswati Dawadi</b></p>	<p>"Let me tell you who I am." – Identity construction of second generation German-Turk descendants in spoken interaction  <b>Yesim Kakalic</b></p>	<p>Investigating the Development of Intercultural Competence in Student Teams  <b>Thomas Greenaway</b></p>
11.55 - 12.25	<p>Exploring young learners' foreign language anxiety in China  <b>Xiaoyi Hu</b></p>	<p>The Drinking Culture of the Korean Workplace - Building Relationships or Causing Conflicts?  <b>Hoi Yan Wong</b></p>	<p>How do Authors Engage Readers: A Critical Approach to Academic Discourse  <b>Sagun Shrestha &amp; Maricarmen Gamero</b></p>
12.30 - 13.30	<p><b>Workshop 2-a</b> [R1.13]  <b>"Ethics in Qualitative Research in Applied Linguistics"</b>  <b>Dr. Erkan Kulekci</b>            (Kastamonu University, Turkey)</p>		<p><b>Workshop 2-b</b> [R1.15]  <b>"Combining Researching and Teaching: Using Research tools as Pedagogic Tools"</b>  <b>Dr. Bushra Ahmed Khurram</b>            (Department of English, University of Karachi, Pakistan)</p>
13.30 - 14.30	<p><b>Lunch</b> [Main Atrium]</p>		
14.30 - 15.00	<p><b>Poster Session</b> [Main Atrium]</p>		
	<p>Negotiating knowledge in antenatal HIV group counselling in Malawi  <b>Rachel Chimbwete-Phiri</b></p>	<p>Understanding Blended Language Learning Through the Lens of Cultural Historical Activity Theory. A Case Study of Malaysian Higher Education Institution.  <b>Siti Shuhaida Shukor</b></p>	
	<p><b>Paper Sessions</b></p>		
	<b>R0.14</b>	<b>R1.13</b>	
15.05 - 15.35	<p>"It's not the home grown players and the others, it's everyone": Acculturation and Identity in Elite Sports Teams  <b>Daniel Clayton</b></p>	<p>'Writing at the Crossroads': A genre and corpus based investigation into academic writing for Business courses.  <b>James Henry</b></p>	
15.35 - 15.55	<p><b>Coffee Break</b> [Main Atrium]</p>		
16.00 - 17.00	<p><b>Keynote 3</b> [R0.21]  <b>"Cultural Risk Management"</b>  <b>Glen Burrige</b> (Director, Glen Burrige &amp; Associates)</p>		
	<p><b>Optional Conference Dinner</b></p>		

## CONFERENCE PROGRAMME - DAY THREE (29<sup>th</sup> JUNE, 2017)

Time	Event	
10.00 - 11.00	<p><b>Keynote 4</b> [R0.21]  <b>“Lessons of Experience on Becoming an Intercultural Trainer or Coach; Practical Advice and First-Hand Stories on Bridging the Gap Between Academic Knowledge of Intercultural Theory and Putting It into Practice in the Business or Professional Context”</b>  <b>Joyce Jenkins</b> (President, SIETAR UK)</p>	
11.00 - 11.15	<p><b>Coffee Break</b> [Main Atrium]</p>	
	<b>R0.14</b>	<b>R1.13</b>
11.20 - 11.50	<p>Exploring the needs of tertiary students of English for tourism purposes  <b>Duy Vu</b></p>	<p>Language Shock in Bangladeshi Students of Higher Education Abroad in London  <b>Mahmudul Shah</b></p>
11.55 - 12.25	<p>How do students use mobile technology within face-to-face social interaction in a café environment?  <b>Helena Wall</b></p>	<p>Phraseology in Engineering Dissertations: Corpus-based Analysis of Lexical Bundles  <b>Fares Rezoug</b></p>
12.30 - 13.25	<p><b>Lunch</b> [Main Atrium]</p>	
13.30 - 14.30	<p><b>Workshop 3</b> [R0.21]  <b>“Publishing Boundaries in Research with Young Learners”</b>  <b>Dr. Samaneh Zandian</b></p>	
	<b>R0.14</b>	<b>R1.13</b>
14.35 - 15.05	<p>The Use of Vocabulary Learning Strategies Among Malaysian Sojourners in UK  <b>Afiqah Ab Rahman</b></p>	<p>Shifting the Focus from GAE to ESP?: An Evaluation of English Language Program for Nursing Students  <b>Noel Jr. Franco</b></p>
15.05 - 15.20	<p><b>Conference Closing</b></p>	

## SPEAKERS



## KEYNOTE SPEAKERS

■ Day One, 27<sup>th</sup> June, 2017



**Dr. Nigel Harwood**  
**University of Sheffield**

### Title

***Research on how TESOL  
teachers use textbooks  
or their own teaching  
materials***

Nigel Harwood joined the School of English as a Reader in Applied Linguistics in 2014. Prior to taking up his post at Sheffield he worked at the University of Essex for 11 years as Teaching Fellow, Lecturer, then Senior Lecturer. Before becoming a lecturer, Nigel taught English as a foreign language for seven years across southern Europe (Greece, Spain, and Portugal). His primary research interests lie in the areas of academic writing, English for specific and academic purposes, academic literacy, materials and textbook design, and corpus-driven pedagogy. Nigel has recently edited two books on theory and practice in ELT materials design: *English Language Teaching Materials: Theory & Practice* (CUP), and *English Language Teaching Textbooks: Content, Consumption, Production* (Palgrave). Another area of interest focuses on students' and supervisors' experiences of dissertation supervision, research he conducted with Dr Bojana Petric (Birkbeck, University of London). Nigel is co-editor of the journal *English for Specific Purposes* (Elsevier) and an editorial board member of *Journal of English for Academic Purposes*, and reviews manuscripts for a number of other academic journals, including *Applied Linguistics*, *TESOL Quarterly*, *Text & Talk*, *Journal of Second Language Writing*, *Written Communication*, and *Journal of Writing Research*.

## SPEAKERS

### KEY NOTE SPEAKERS

#### Day Two, 28<sup>th</sup> July, 2017



**Dr. Erika Darics**

**Aston University**

**Title**

*Linguistics and business-  
the case of the pink  
slippers and the iPad*

Erika Darics is a linguist-slash-communication scholar interested in how language functions in professional contexts and in the digital realm. Her work is primarily qualitative and discourse-centered, focusing on issues such as written non-verbal cues, linguistic politeness or the interactional creation of identity and power. Erika holds a PhD from the University of Loughborough. She is currently co-authoring a coursebook on Language and Business. Erika is also a passionate advocate of the importance of communication and linguistic skills in professional contexts. She is excited to be able to lead the new joint honours programme BSc Business Management and English Language at Aston University.

#### Day Two, 28<sup>th</sup> July, 2017



**Glen Burrige**

**Glen Burrige & Associates  
Ltd**

**Title**

*What constrains the  
impact of cross-cultural  
thinking on global  
leadership? A  
consultant's view*

Glen Burrige was trained as a geophysicist and has nearly 20 years worldwide experience with both Operators and Service Providers in the Upstream Oil & Gas Industry, working across many aspects of technical risk as management consultant, business analyst and asset geoscientist. Confronting organisational issues on a daily basis in his consulting work, he has a strong interest in & is a regular commentator on intercultural management topics & their effects on ultimate business performance.

## SPEAKERS

### Day Three, 29<sup>th</sup> July, 2017



**Joyce Jenkins**

**President, Society for Intercultural Education, Training and Research (SIETAR), UK**

#### Title

*Lessons of experience on becoming an intercultural trainer or coach; practical advice and first-hand stories on bridging the gap between academic knowledge of intercultural theory and putting it into practice in the business or professional context*

Joyce Jenkins is an intercultural trainer, coach and facilitator with over 30 years' experience. She has lived in seven different countries and speaks several languages, including Japanese, Thai and Mandarin Chinese.

Joyce has worked with senior executives and staff at all levels of global corporations, government, educational and non-profit organisations providing intercultural development, training, consultancy and coaching. She was an adjunct faculty member at the Center for Creative Leadership (CCL) Asia-Pacific, and a Research Associate at the international business school, INSEAD, where she also worked on communications and assessment projects in Asia and in France. Her management experience includes ten years as Executive-Director of a UK government initiative to promote links between industry and education and two years as Business Development and Marketing Director for an international arts body. She spent three years in Japan working for the communications department at Mitsubishi Heavy Industries and for Toyota Motor Corporation designing and facilitating development programmes for senior executives. Joyce studied Chinese and Japanese at the University of Edinburgh, with a year spent at Beijing Language and Culture University and holidays spent volunteering in Cambodian refugee camps. She has published and edited a number of books and magazines relating to Asian business and leadership and is accredited to administer and deliver feedback on a range of assessment instruments.

## SPEAKERS

### WORKSHOP SPEAKERS

#### Day One, 27<sup>th</sup> July, 2017

**Dr. Zuleyha Unlu**

**Warwick Alumni**

***A comparison of data coding procedures among different schools of grounded theory***

Zuleyha Unlu completed her doctoral studies at CAL of Warwick University in 2015. She is currently an assistant professor of the Department of English Language and Literature at Gaziosmanpasa University in Turkey. Her major research interests cover teaching and learning in English for Academic Purposes settings with a specialisation on spoken classroom feedback practices on academic writing, teaching and learning in ELT with a particular focus on reflective teaching and professional development, and the use of grounded theory as a qualitative data collection and analysis tool.

#### Day Two, 28<sup>th</sup> July, 2017

**Dr. Erkan Kulekci**

**Warwick Alumni**

***Ethics in qualitative research in applied linguistics***

Erkan Kulekci is an assistant professor at the Faculty of Education, Kastamonu University, Turkey. He earned a master's degree in TESOL at the University of Pennsylvania and received his doctoral degree in ELT and Applied Linguistics at the University of Warwick. His main research interests are authenticity and autonomy in ELT.

## SPEAKERS

### Day Two, 28<sup>th</sup> July, 2017

**Dr. Bushra Ahmed-Khurram**

**Warwick Alumni**

***Combining  
researching and  
teaching: Using  
research tools as  
pedagogic tools***

Bushra Ahmed-Khurram obtained her PhD in ELT and Applied Linguistics from the Centre of Applied Linguistics, University of Warwick. She teaches applied linguistics at the Department of English, University of Karachi, Pakistan, where she has also recently developed an MPhil in ELT and Applied Linguistics Program which will start in August 2017. Bushra is often invited as a keynote and plenary speaker in the international conferences held on ELT/Applied Linguistics in Pakistan and have had extensive experience of training language teachers on ELT and Research Skills as she works as a trainer for several national and international institutions within Pakistan including Higher Education Commission Pakistan and British Council Pakistan. In Pakistan, Bushra has also worked for Aga Khan University-Institute for Educational Development as a researcher; for Aga Khan University-Examination Board as a curriculum developer and for British Council and Higher Education Commission Pakistan as a course developer. She has authored two books titled 'Options 1' and '40 Great Books' and have contributed more than 50 articles on education in the leading newspapers and ELT Journals in Pakistan to bring about a positive educational change in her country. Her research interests include teaching and researching large classes, metacognition and reading strategies.

## SPEAKERS

### Day Three, 29<sup>th</sup> July, 2017

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**Dr. Samaneh  
Zandian**

**Warwick Alumni**

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***Publishing  
Boundaries in  
Research with  
Young Learners***

Samaneh Zandian got her PhD in ELT and Applied Linguistics in 2015 at Centre for Applied Linguistics, University of Warwick. Her research interests include innovative research methodologies, teaching English and researching young learners, and intercultural adaptation processes. She has published in ELT/Applied Linguistics journals. Her recent publication is a chapter co-authored with Dr Annamaria Pinter, 'A questionnaire study of Iranian children's understanding of intercultural issues', in the book, Learning Foreign Languages in Primary School: Research Insights, Multilingual Matters. Samaneh has been recently offered a position as a teaching fellow in TESOL at Moray House School of Education, University of Edinburgh, UK.

## Language Learning, Teaching and Assessment (LLTA)

Dictogloss task: an experience with a multilingual ESOL group	<i>Mirian Führ</i>
Take note! A study of the note-taking behaviour of tertiary-level students in a Chinese EMI context	<i>Weiyi Gao</i>
Motivational Patterns and Challenges in Massive Open Online Courses: Learner Perspectives	<i>Saifa Haque</i>
What do the language learning programmes, Duolingo and Rosetta Stone, do to tackle the issues found in second language acquisition?	<i>Alan Siu</i>
Capital, context, habitus and ideal L2 self in second language motivation	<i>Chung Kwok</i>
Parental involvement in preparing children for high-stakes EFL test in Nepal	<i>Saraswati Dawadi</i>
Exploring young learners' foreign language anxiety in China	<i>Xiaoyi Hu</i>
Exploring the needs of tertiary students of English for tourism purposes	<i>Duy Vu</i>
How do students use mobile technology within face-to-face social interaction in a café environment?	<i>Helena Wall</i>
The Use of Vocabulary Learning Strategies among Malaysian Sojourners in UK	<i>Afiqah Ab Rahman</i>
Shifting the Focus from GAE to ESP?: An Evaluation of English Language Program for Nursing	<i>Noel Jr. Franco</i>
Understanding Blended Language Learning Through the Lens of Cultural Historical Activity Theory. A Case Study of Malaysian Higher Education Institution	<i>Siti Shuhaida Shukor</i>

### PAPER ABSTRACTS

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***Dictogloss task: An experience with a multilingual ESOL group***

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**Mirian Führ**

**Day One**

**11:50- 12:20**

This study has originated from a teaching experience I had with a group of English to Speakers of Other Languages (ESOL) learners at an intermediate level of English proficiency (B1) at the University of Warwick. These learners were participating on a project called ESOL Outreach, in which they were taught by some interested MA in English Language Teaching (ELT) students. The use of tasks is a common practice in ELT, especially to develop learners' communicative abilities. In theory, the Dictogloss task, in which learners listen to a dictated passage and then try to reconstruct the text by interacting in small groups, is considered a good example of a communicative task. Therefore, this presentation will introduce the Dictogloss task, and explore how it functioned with this multilingual group of learners who performed it twice. The interactions and semi-structured interviews with the participants were audio-recorded and analysed. The study considers the learners' feelings and thoughts regarding the experience of performing the Dictogloss task in small groups during their ESOL lessons. Some basic findings of this small-scale research work will be displayed. This presentation is a brief of my on-going dissertation, and I am willing to get insightful feedback on the work presented.

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***Take note! A study of the note-taking behaviour of tertiary-level students in a Chinese EMI context***

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**Weiye Gao**

**Day One**

**12:25 – 12:20**

Previous research has focused on the relations between students' note-taking behaviours and their general academic achievement, or the facilitative effect of taking notes in improving students' listening comprehension and language acquisition in an EFL setting. As there is a fast-moving worldwide shift towards using English medium instruction (EMI) for academic subjects other than English language, this study aims to describe students' note-taking behaviours in a Chinese university EMI context. This exploratory research asks university students about their note-taking behaviours in terms of the language used, amount, format, and content of notes, as well as their perceptions towards taking notes in EMI classrooms. The study adopts a mixed method design: a questionnaire survey is used to elicit students' self-reported note-taking behaviour, perceptions, and self-rated academic achievement. A follow-up interview with a subgroup of participants is conducted to further explore the issue. Additionally, a listening comprehension test and a vocabulary level's test are adopted to uncover the relations between students' behaviours,

perceptions and their English proficiency levels. Preliminary findings from pilot study reveal that students believe taking notes in EMI classrooms are significant, both in terms of facilitating comprehension, and keeping record for future revision as they may have problems following the lecture in EMI classrooms. Moreover, the language used when taking notes are reported to largely subject to teacher's spoken language and code-switching. Results from the main study may have pedagogical implications, suggesting how certain note-taking behaviours can facilitate students' learning across language proficiency levels.

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***Motivational patterns and challenges in massive open online courses: Learner perspectives***

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**Saifa Haque**

**Day One**

**14:00- 14:30**

Massive Open Online Courses (MOOCs) are gradually becoming popular among the language learners. In MOOCs, students have control over the time and place of learning. They choose to participate in such courses, give effort for learning, and persist in learning autonomously. However, despite the popularity, significant attrition and dropout rates can be found. The presentation is going to focus on language learners' underlying motivational implications and challenges in MOOCs. Ten language learners living in a multicultural society were interviewed. Research findings based on their interviews will be presented. A thematic analysis of the interviews will give an insight into the perspective of the learners. The research is qualitative in nature and has considered the self-determination theory of Ryan and Deci (2000). The research findings give an insight into what motivates them for enrolling in MOOCs and what causes attrition and dropouts in such courses. Suggestions based on the research will also be presented.

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***What do the language learning programmes, Duolingo and Rosetta Stone, do to tackle the issues found in second language acquisition?***

This research project intends to analyse language learning programmes, such as Duolingo and Rosetta Stone. These pieces of software have become popular products used by learners of a foreign language; however, I want to find out the extent of their effectiveness. Previous literature on second language acquisition discusses the various difficulties found whilst learning a new language, such as differences in formality and culture clashes. Errors can be caused by grammatical rules that belong to the native language of the learner or they can also be errors found in first language acquisition such as overgeneralisation. This project intends to find out if these programmes use

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**Alan Siu**

**Day One**

**14:35- 15:05**

any methods to help users rectify these errors and what these methods are if they exist. My research question asks: “What do language learning programmes, such as Duolingo and Rosetta Stone, do to tackle the issues found in second language acquisition?” A mixed-method approach will be used in this project. The information found in the literature will be used to describe and explain the various aspects of these programmes. For example, the literature talks about the use of collocations in language which highlights the importance of learning phrases and idioms when learning vocabulary. I will use these programmes and perform a qualitative analysis to see if they do teach phrases and idioms in addition to other important aspects of language found in the literature. Using the findings from the qualitative methods, I will carry out quantitative methods by carrying out a questionnaire. This questionnaire will ask about the difficulties respondents encounter when learning a language and their experiences of the software. This questionnaire also intends to find out how long these programmes retain their users before they stop using them if they decide to do so. The results may suggest the programmes are effective due to the amount of time taken to develop them and their high popularity.

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***Capital, context,  
habitus and ideal  
L2 self in second  
language  
motivation***

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**Chung Kwok**

**Day One**

**15:10- 15:40**

This study aims to investigate if language learners’ motivation changes over time and the role of contexts in this process. To answer these questions, learning history of three learners of Mandarin Chinese was analysed through a dynamic and Bourdieusian approaches. A dynamic approach is used to identify the learners’ major motivators (e.g., intrinsic motivation, ideal L2 self) and investigate their motivation intensity in different stages of their learning journey. Bourdieu’s concepts of field and capital are employed to understand the influence of contexts on the learners’ motivation and ideal L2 self over time. Larsen-Freeman and Cameron (2008) maintain that researchers should take into account all potentially relevant contexts that hold sway over learners’ language learning in a holistic manner. However, Ushioda (2015) observes that it is difficult for researchers to exhaust the effect of all relevant contexts, as contexts can range from classroom learning to the culture of the whole nation. She suggests that some pragmatic decisions should be made to

limit the scope of research. Following this advice, this study draws on Bourdieu's concepts of capital (useful resources for individuals to change their social positions) and field (rules in a social space that define what capital is and regulate how one can accumulate capital) as an analytical framework. In particular, Mason (2009) holds the concepts of emergence in complexity theory focuses on the interaction of these two constructs, instead of analysing their functions individually. This feature of complexity theory bears resemblance to Bourdieu's theory.

The data of this study was collected through two rounds of interviews conducted at a six-month-interval. The interview questions were mainly elicited to understand the learners' Chinese learning history and current learning experience. Content analysis was used to tease out the roles of different motivators in different stages of their learning; narrative inquiry was exploited to inspect how learners understand their current and ideal selves. The findings indicate that the formation of ideal L2 self and surges in motivation require both learners' effort and supportive social and learning contexts. On the other hand, the learners also deployed their agency to create a more favourable learning environment when external factors impeded their learning. However, the effect of the learners' agency was mediated by the amount of capital they could mobilise.

In spite of the evidence from previous research that parents often play an important role in shaping teaching and learning in schools; and that there is a relationship between parental involvement and children's learning achievement, little attention has been paid to parents in previous test impact studies. Actually, "the stakeholders who have received the least attention are parents" (Rogers, Barblett, & Robinson, 2016, p. 329). This paper presents a study designed to fill this research gap by investigating the impacts of the Secondary Education Examination (SEE) - a high-stakes examination in Nepal-English test on parents. The study featured a mixed method design with survey, oral diaries, and narrative interviews. To elaborate this further, the data were generated from 48 diaries intermittently recorded by six students over the period of nine months, and narrative interviews with six children and

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***Parental involvement in preparing children for high-stakes EFL test in Nepal***

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**Saraswati Dawadi**

**Day Two**

**11:20-11:50**

their parents, along with quantitative data drawn from 247 students. The socio-cultural framework of language testing (Gipps, 1999) was employed to illuminate the test impacts on parents and their involvement in preparing children for the test preparation. Unlike findings from previous studies, the preliminary findings of the study indicate that parents hold positive attitudes towards the test quality. However, the test seems to put enormous pressure on parents to raise their children's test scores. Parents use various strategies to support their children for the preparation of the test. A comparison between the parents with high education and low education, in terms of their involvement in preparing children for the test, presents an interesting picture.

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***Exploring young learners' foreign language anxiety in China***

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**Xiaoyi Hu**

**Day Two**

**11:55-12:25**

FL anxiety has long been regarded as a major obstacle in foreign language acquisition and many previous studies contend that FL anxiety exists among adult learners. However, it is unknown whether the same levels and patterns of FL anxiety are present among children and whether the same relationship with FL achievement is found. In addition, research studying the relationship between FL anxiety and FL achievement does not differentiate between achievements tested under exam conditions vs more regular assessments. Also, there is little research exploring the interactive effect of FL anxiety, achievement and student characteristics (grade and gender) among children. In this study, 631 pupils aged 9 to 12 from grade 4-6 in China participated (324 boys, 307 girls). Participants' FL anxiety was assessed on an adapted child-friendly Chinese version of the FLCAS (foreign language classroom anxiety scale) proposed by Horwitz, Horwitz and Cope (1986) and their FL proficiency was assessed through their standardized formal tests and regular unit paper assessments. Consent from the head teacher and class teachers were obtained prior to administering the questionnaire. Findings revealed that (a) FL anxiety in Chinese children consists of four dimensions: communication apprehension, fear of negative evaluation, test anxiety and attitude towards the classroom; (b) the level of FL anxiety increases as grade increases, but does not change with the effect of gender; (c) of the four components of FL anxiety, only communication apprehension and test anxiety differ across grade and gender; (d) a stronger negative relationship between FL anxiety and formal assessment

are found compared with its relation with regular unit assessment; (e) FL anxiety result in poor FL performance and the influence of FL anxiety becomes stronger as their instructional level increase; (f) of the four components of FL anxiety, communication apprehension appears to be the strongest predictor of FL achievement.

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***Exploring the needs of tertiary students of English for tourism purposes***

**Duy Vu**

**Day Three**

**11:20-11:50**

In Vietnam, tourism is one of the booming industries which bring huge annual revenues to contribute to the economic development of the country and therefore receive significant attention and investment from the government. As a result, there is an increasing number of Vietnamese students who pursue qualifications in tourism at Vietnamese universities. The proliferation of tourism also entails the rising significance of English as a tool of communication due to the considerable influxes of foreign tourists to Vietnam. Given such importance of English and tourism, well-designed English courses for tourism purposes are required. For any effective language courses, needs analysis plays an important part. However, no empirical studies analysing the needs of Vietnamese students of English for tourism purposes can be found. By adopting Likert-scale questionnaires, this empirical study is aimed at exploring the needs of tertiary students of English for tourism purposes to inform the most suitable teaching approach for English teachers of those classes.

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***How do students use mobile technology within face-to-face social interaction in a café environment?***

**Helena Wall**

**Day Three**

**11:55- 12:25**

Mobile technology use is embedded in all areas of human activity. However, despite the numerous applications and advantages, its use is often considered an obstruction in face-to-face interaction and its use in the classroom as a learning resource is often stigmatized. Improving our understanding of how mobile devices are used outside the classroom will aid us in identifying opportunities to better utilize them within formal learning contexts, including second language education. Identifying learning activities that pupils find engaging is a significant challenge faced by second language teachers, as described by researchers such as Tim S.O. Lee. Creating innovative activities involving the use of mobile devices could provide a means of addressing this challenge.

My project will explore how mobile devices are used in face-to-face interaction, rather than computer-mediated interaction between parties, such as interfacing via social networks. I will conduct an ethnography exploring the behaviours of students socialising in a café environment, where I seek to observe how they use mobile devices to enrich their interaction. Drawing on previous research into technology use, I expect to observe playing games together as an example of device use within an interaction. I will use field notes and audio-visual recordings to collect data concerning how device use influences their linguistic and non-verbal communication. Since the use of mobile devices has been found to influence oculesic communication between the device user and those around them, I am particularly interested to observe this aspect of communication.

I will utilize the experience of participating in the WICAL to learn from others' views regarding the effectiveness of my research design. I am also keen to improve my knowledge of the wider field of research into mobile technology use. This will help to inform how I conduct this project and future research that I am able to conduct in this area.

The core concept in learning a language is to understand the language and to be understood. For this to happen, learners need to have a good grasp of vocabulary. The teacher is not the only person who is responsible for vocabulary learning. Learners themselves must initiate their own learning as new vocabulary may be encountered outside classroom as they watch movies, listen to radio, read magazines or surf the Internet. The learners' actions when they meet new or unknown words are called vocabulary learning strategies (VLS). However, Takac (2008) reported that language teachers mainly focus on strategies for introducing the form and meaning of new words and strategies for reviewing and consolidating words. These strategies are insufficient if the aim of vocabulary language learning is for the learners to be able to learn independently. This study aims to explore the use of VLS among Malaysians who live in UK regardless of their purpose of living here. This research is a mixed-method design. The quantitative and qualitative data are being collected through vocabulary levels tests,

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***The use of  
vocabulary learning  
strategies among  
Malaysian  
sojourners in UK***

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**Afiqah Ab Rahman**

**Day Three**

**14:35 -15:20**

## TABLE OF CONTENTS

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questionnaires, learning journals and interviews in three phases. In this presentation, I will focus on the challenges of the on-going data collection process and interesting data that I have found so far. Hopefully, this research will help educators to further understand how language learners learn vocabulary in real life and also emphasize the importance to explicitly teach VLS to learners.

The study aims to evaluate the English language program being offered in one comprehensive university in the Philippines. Using Kirkpatrick's evaluation model, the study focused on determining the four levels of outcomes (namely, reaction, learning, behaviour and results/targeted outcomes) of the language program offered to nursing students. Students' reaction, learning, behaviour, and results/targeted outcomes were gathered and analysed in order to identify the language program's strengths and weaknesses. Data from the student respondents were triangulated with those from nursing teachers, English language teachers, health professionals and patients. The results of the study reveal that the language program (which mainly comprised of General Academic English) offered to nursing students significantly increased their language proficiency but did not address some of their nursing-related language needs. The study concludes with specific suggestions on how language courses offered to nursing students can be improved.

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***Shifting the focus  
from GAE to ESP?:  
An evaluation of  
English language  
program for Nursing  
students***

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**Noel Jr. Francoj**

**Day Three**

**14:35-15:05**

POSTER PRESENTATION ABSTRACT

***Understanding blended language learning through the lens of cultural historical activity theory. A case study of Malaysian higher education institution***

**Siti Shuhaida  
Shukor**

**Day Two**

This paper examines the acquisition of Korean L2 tense system in three Chinese learners of Korean. This paper has been designed to track temporal adverbials and developmental aspect of past tense form and to verify the Aspect Hypothesis through a longitudinal corpus. This longitudinal corpus consists of collecting interview utterances once two weeks for 1 year 2 months. It was found that (1) three children use past tense form predominantly with accomplishment/achievement verbs and (2) they acknowledges the relations between [+telic] and past tense form, (3) in the early stages, three children use lexical devices more than grammatical devices. The result shows “the function of temporal adverbial with ‘-ess-’ (Korean past form) change from tense substitute to tense reminder”(Yang&Yue, 2004:1); the pattern of the development of tense-aspect form is based on prototype formation; the pattern in the early development of tense-aspect of Chinese L2 acquisition of Korean have gaps with earlier studies.

**PROFESSIONAL ACADEMIC DISCOURSE**

**(PAD)**

<b>The self and others as seen in academic researchers' positioning practices</b>	<b>Sixian Hah</b>
<b>"Let me tell you who I am." – Identity construction of second generation German- Turk descendants in spoken interaction</b>	<b>Yesim Kakalic</b>
<b>The Drinking Culture of the Korean Workplace - Building Relationships or Causing Conflicts?</b>	<b>Hoi Yan Wong</b>
<b>'Writing at the Crossroads': A genre and corpus based investigation into academic writing for Business courses.</b>	<b>James Henry</b>
<b>How do Authors Engage Readers: A Critical Approach to Academic Discourse</b>	<b>Sagun Shrestha &amp; Maricarmen Gamero</b>
<b>Tutor's assignment feedback: Ways to feed forward</b>	<b>Komila Tangirova</b>
<b>A Discursive Approach towards Emergent Leadership in Leaderless Group Discussion</b>	<b>Haiyan Huang</b>
<b>Phraseology in Engineering Dissertations: Corpus-based Analysis of Lexical Bundles</b>	<b>Fares Rezoug</b>
<b>Negotiating knowledge in antenatal HIV group counselling in Malawi</b>	<b>Rachel Chimbwete-Phiri</b>

PAPER ABSTRACTS

***The self and others  
as seen in academic  
researchers’  
positioning  
practices***

Sixian Hah

Day One

15:10-15:40

This paper applies perspectives derived from polyphony, discursive psychology (Edwards and Potter 1992) and positioning theory (Davies and Harré 1999; Harré and Van Langenhove 1999) to examine how academic researchers negotiate positioning in spoken interaction. This is done through an analysis of interviews with academic researchers in the fields of linguistics and applied linguistics in UK universities. This paper discusses examples of positioning phenomena and the kinds of linguistic pragmatic resources and moves involved in these positioning practices. The examples illustrate how researchers position themselves amidst expectations about how academic research is to be done and how they are positioned by others, including voices in larger discourses. For instance, one positioning phenomenon that has been observed relates to disciplinary positioning where researchers claim certain positions while resisting others according to how they want to be positioned as belonging (or not belonging) to a particular field or discipline. Some respondents also challenge traditional notions of disciplinarity in academia. These positioning practices are analysed through examples of reported speech, irony and metadiscourse, which could indicate the presence of polyphony. This paper borrows insights from Bakhtin’s theoretical ideas of polyphony (Bakhtin 1981; Bakhtin 1986) and the linguistic framework SCAndinave de la POlyphonie LINGuistiquE (ScaPoLine) (Nølke 2006; Angermuller 2014) to analyse the inherently dialogic nature of utterances.

***“Let me tell you  
who I am.” –  
Identity  
construction of  
second generation  
German- Turk  
descendants in  
spoken interaction***

What happens when two completely different cultures meet in one person? Despite German cultural values, bicultural individuals have to engage with values, norms, beliefs and attitudes of the country of origin of their parents. “Most Turkish youths feel at home in both cultures and, having grown up in Germany, have developed a German-Turkish identity.” (Karakasoglu 1996, p.162). In this context, this qualitative study intends to find out what kinds of identities German-Turk descendants (second- generation Turkish migrant youth born in Germany) construct and how they construct their identities, with attention paid to the culture, exerting the strongest impact in their

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**Yesim Kakalic**

**Day Two**

**11:20-11:50**

identity construction, as they are influenced by as Watzinger-Tharp (2004) calls it "two fat cultures" (p. 291) - their family's society, Turkey, and their host society, Germany. While literature on this group's migration-consequences is wide-ranging, not much research has been done on their identity formation in spoken in interaction. Mehdi (2012) claims that this "could only help in creating stereotypes, rather than leading to any social scientific understanding of the situation on the ground." (p. 11). Thus, it is aimed to move away from generalisations and explore the individuality of each interviewee, as this specific ethnic minority is regarded as a more or less homogenous entity. The presentation will draw on five unstructured and one-to-one interviews conducted with adolescents of Turkish descent, born in Germany. Using the framework of Buchholtz and Hall (2005) for the analysis of identity as produced in linguistic interaction, it is planned to analyse the data received through in-depth interviews, while examining the various linguistic choices of interviewees. The paper, moreover, focuses on how those individuals position themselves and others and how their bilinguality and biculturalism intersect within an interactional context.

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***The drinking culture of the Korean workplace - building relationships causing conflicts?***

**Hoi Yan Wong**

**Day Two**

**11:55-12:25**

The major objective of this research is to depict a picture of the drinking culture in Korean workplace, regarding the formality, style, activities and the expected achievement in drinking sessions. I will investigate the employees' perspectives towards the nature of drinking gatherings and measure the effectiveness of this socialising tool in Korean organisations. Based on the data, I will draw a conclusion to what extent this culture build relationship or cause conflicts in workplace. Lastly, I will offer some practical suggestions, enhancing the flexibility of team spirit building events. This study will interest Korean organisations, which attempt to establish more employee-oriented gathering policies beyond the Korean drinking tradition. This study contributes to how group norms and team spirit are formed through drinking in Korean workplace. Particularly, this research strives to answer the following research questions: 1) How workplace culture is formed in Korea? 2) Why "alcohol" is a tool for socialization? 3) What are the functions of "heosik" in Korean workplace? 4) How effective is the "heosik" culture in

Korean companies in building relationship? 5) How do male and female workers feel about their participation in this workplace culture?

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***'Writing at the crossroads': A genre and corpus based investigation into academic writing for Business courses***

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**James Henry**

**Day Two**

**15:05-15:35**

Academic writing for disciplines such as Business, Law or Medicine has been described as 'at the crossroads' (Nesi & Gardner 2012) of academic and professional life, aiming to both satisfy the academic requirements of the academy and to prepare students for working life as business-people, lawyers or doctors. As such, students face challenges in responding to writing tasks in these disciplines in the appropriate register.

This talk also explores the role of English for Academic Purposes (EAP) provision in preparing international students to succeed in authentic business tasks. It has been argued (Hyland 2002) that EAP teaching should reflect actual disciplinary requirements as closely as possible, and in this talk an assessed EAP task is compared with a final year assessed business task to analyse the similarities and differences between the student writing, and to consider whether any changes could be usefully made to either task. Using a corpus of successful non-native speaker writing, this paper compares an assignment on a core final year business module with a task on a credit-bearing EAP module. Concepts from genre analysis (Swales 1990), systemic functional linguistics (Halliday 2014) and corpus linguistics (Hunston 2002) are employed to analyse the two tasks in terms of their staging, and lexicogrammatical resources employed by the student writers.

Preliminary results suggest that whilst there are similarities between the two tasks in terms of the stimulus case study, and stages employed, that there are also key differences in the way that the writers construe themselves and their audience. It is also suggested that changes could be made to both tasks, and that a dialogue between EAP and subject module lecturers could be mutually beneficial in terms of task design and classroom teaching.

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***How do authors engage readers: A critical approach to academic discourse***

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**Sagun Shrestha & Maricarmen Gamero**

**Day Two**

**11:55-12:25**

This presentation will show the results of a small-scale research aimed at identifying the dialogic positioning deployed by authors through linguistic devices to engage readers and to help them interact with academic writings. The theoretical framework used for this study was particularly based on Martin and White's (2005) appraisal system. For this work, 8 different selected academic research papers from renowned ELT and Linguistics journals were analysed under monoglossic and heteroglossic broad categories of engagement. It is evident that authors use different kinds of heteroglossic remarks to display their authorial stance and to engage readers creating some space for the argument. At times, the authors are found to have argued, proclaimed, disclaimed through their arguments and on other occasions, they are found to have entertained readers through expanding their discourse. Likewise, they also attribute other sources to claim their positions that they opine are the established constructs. In this presentation, at first, the presenters will discuss the theoretical framework that they have adopted for discourse analysis of the selected papers and during the second half, they will present the result with some arguments under engagement. They will also question the pattern and trend different authors have used and show the broader social function of these papers. At the end, they will suggest some future directions that researcher can focus on while analysing academic discourse.

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***Tutor's assignment feedback: Ways to feed forward***

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**Komila Tangirova**

**Day One**

**12:25-12:55**

The role of tutors' feedback on students' assignments is immense for further learning (Higgins et.al, 2001; Duncan, 2007; Price et.al, 2010; Wharton, 2013). As my dissertation focus, I have chosen to research tutor's assessment feedback. In this study, I am investigating how written feedback can be used to feed forward students and what language discourse assists this purpose. This study also focuses on students' perceptions of assessment feedback and how they understand and use received feedback for self-improvement. The context of my research is the Centre for Applied Linguistics at Warwick University. Five annotated assignments and separate feedback forms (trial assignment + 4 assignments from modules in Term 1, in 2016-2017 academic year) have been collected from each participating MA student at

Postgraduate Taught ELT course. The data will be used to create a corpus and analyse the discourse of feedback and methods of communicating it. In addition to the results from corpus analysis, the study will also draw on the findings obtained from semi structured interviews with the participants, the aim of which will be to identify how helpful the feedback they received for Term 1 assignments have been in accomplishing their assignments in Term 2. It is expected that the study will provide insights into linguistic features of constructive assessment feedback and ways of delivering it. It is also expected that the findings will reveal how useful assessment feedback is considered by the students and to what extent they incorporate assessment feedback into their subsequent works. The expected outcome of the study is revealing the significance of feed forwarding assessment feedback for more effective studying process and continuous academic development. Preliminary data analysis already shows that tutors approach giving assessment feedback in different ways in terms of modality, amount, length of each comment, etc. However, further investigation is needed to reveal what role these and other various aspects of feedback play in feed forwarding students. Even though from literature review and several conversations with students it has been found that tutor feedback is not always read and used, the analysis of the planned interviews is expected to show how true it is in the selected context and what are the reasons for this if so.

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***A discursive  
approach towards  
emergent  
leadership in  
leaderless group  
discussion***

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**Haiyan Huang**

**Day One**

**14:00-14:30**

An increasing number of researches have been conducted to explore leadership emergence in Leaderless Group Discussion (LGD), as represented by Choi & Schurr 's empirical research (2014) and by Paunova's review (2015). A short literature review in this regard, however, suggests that most studies focus on the psychological aspects of leadership emergence (i.e., personality, demographic traits, motivations, etc.), little efforts are exerted to discuss verbal behaviours exhibited, which constitutes a main channel for leadership emerges. Moreover, most studies concerning leadership emergence is conducted through quantitative method. Against such background, this study aims to explore how leadership emerges through discursive strategies by using a qualitative method. Drawing upon strengths

of CA approach, this study will use a recording of LGD to reveal the linguistics strategies used by participants to construct leadership. The data is from a MBA training program in Beijing and is a recording of LGD made up of 5-7 MBA students. CA approach encourages exploring leadership emergence in interaction, acknowledging leadership is a co-constructed and dynamic phenomenon as opposed to previous researches that regard leadership as a personal attribute (Wodak et al., 2011). The research findings are expected to explicate what discursive skills can be used to construct leadership identity and thus can provide some suggestions for MBA students, for whom leadership capabilities are rather important (Hobson et al., 2014). Despite these advantages, there are some disadvantages and limitations worth noting. For instance, several recordings are not sufficient to unpack a topic as complex as leadership. Moreover, the criterion of leadership emergence is subjective. That is, what practices are considered relevant to leadership emergence is determined by the author, which might be more vulnerable to personal bias and thus comprise the research validity.

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***Phraseology in  
engineering  
dissertations:  
Corpus-based  
analysis of lexical  
bundles***

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**Fares Rezoug**

**Day Three**

**11:55-12:25**

Although there is a worldwide interest in dissertation writing, either in environments where English is an L1 or a lingua franca, our knowledge regarding the phraseology of these dissertations remains limited. In this presentation, I will talk about the most frequent reoccurring word sequences known as Lexical bundles (LBs) as one way of examining phraseology in successful dissertations in Electrical and Electronics Engineering produced (in English) by Arabic-speaking Masters students in Algeria. The Algerian Corpus of Engineering (ACE), used by Rezoug and Vincent (2017), is a collection of 70 dissertations (total half a million words) from four sub-disciplines – Power Engineering, Computer Engineering, Telecommunication Engineering and Control Engineering. Following Hyland's (2008) functional framework, I will demonstrate how LBs in ACE have been identified, extracted, and interpreted. As in Hyland (2008), the majority of LBs in all the four sub-disciplines (and especially in Computer Engineering – 64%) were found to be highly Research Oriented; referring to locational, procedural, quantificational, descriptive and/or topical information in the text. Bundles with stance and engagement functions were very rare in the corpus, making

Participant Oriented the lowest functional category across the four sub-disciplines. This together with more detailed information regarding functional and structural correspondences within and across the sub-disciplines might be of great pedagogical use to supervisors and language instructors when informing engineering Masters' students in their dissertation writing process.

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***Negotiating  
knowledge in  
antenatal HIV group  
counselling in  
Malawi***

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**Rachel Chimbwete-  
Phiri**

**Day Two**

**14:30-15:00**

## POSTER PRESENTATION ABSTRACT

The paper examines how health professionals and clients negotiate meaning of HIV/AIDS during antenatal group talks at a rural hospital in Malawi where knowledge about HIV/AIDS is reproduced. The discourse of prevention and management of HIV/AIDS is meant to involve all concerned people at all levels of health care. The National AIDS Commission in Malawi ensures that people living with HIV/AIDS and all vulnerable groups are involved in the designing, planning, and implementation of treatment access. This study analyses audio-recordings of antenatal group talks involving health practitioners and pregnant women in a community hospital in Malawi in order to assess the extent to which client involvement in the discussion of HIV/AIDS prevention and treatment is actually taking place. This ethnographically informed study employs a discourse analytical approach to explore the HIV/AIDS discourses in this context.

The findings demonstrate that health professionals negotiate the knowledge differentials with the women by utilising question and answer forms (a semblance of classroom discourse); orienting to shared resources to simplify medical knowledge; and explicitly encouraging the pregnant women's contributions in the talk; on the other hand, they sometimes draw on discourse strategies that complicate meaningful contribution of the women thereby preventing procedural knowledge of the women. It is further observed that the women have basic knowledge of HIV/AIDS but the power asymmetries constitutive of this discourse undermine their contributions to the reproduction of knowledge. The implications of these observations for actual practice are critically discussed.

WORKING AND COMMUNICATING ACROSS CULTURES  
(WACC)

<i>It's not the home grown players and the others, it's everyone": Acculturation and Identity in Elite Sports Teams</i>	Daniel Clayton
<i>Racial humour and identity construction in a German U-19 football team</i>	Solvejg Wolfers
<i>Master students' perceptions of mixed nationality group work</i>	Xiaozhe Cai
<i>Intercultural Competency within multicultural teams - a case study</i>	Amany Rashwan
<i>Working and relating in multinational and multidisciplinary teams</i>	Carolin Debray
<i>Investigating the Development of Intercultural Competence in Student Teams</i>	Thomas Greenaway
<i>No stopping or no entry? You really should not hesitate: The traffic sign recognition of drivers in the UK and the impact of some design and non-design factors.</i>	Vera T Tao
<i>Language Shock in Bangladeshi Students of Higher Education Abroad in London</i>	Mahmudul Shah

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***“It’s not the home grown players and the others, it’s everyone”:  
Acculturation and identity in elite sports teams***

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**Daniel Clayton**

**Day Two**

**15:05-15:35**

Within the context of elite sport exists an ever increasing population of transnationally mobile athletes. For these sports people it is imperative that performance is sustained as they adjust to a new team environment. However, the transitional experience of joining a new club in a different country can be extremely challenging and failure to adjust can negatively impact an athlete’s well-being and their sporting performance. Despite the potentially severe implications of maladjustment, the acculturative experience of migrating athletes has seen limited focus. Situated at the intersection of Cultural Sports Psychology, Critical Acculturation and Applied Linguistics, this multi-disciplinary project seeks to investigate the integration challenges faced by athletes at both the level of society, and team. Reconceptualising acculturation as a fluid and socially constructed phenomenon this research uniquely draws on critical acculturative theory and utilises linguistic tools in order to understand acculturation from a narrative perspective.

With this presentation, I will outline the current state of the project, provide a discussion of key concepts, before considering the insights I have gained from preliminary interview data.

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***Racial humour and identity construction in a German U-19 football team***

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**Solvejg Wolfers**

**Day One**

**11:50-12:20**

Despite its status as the global game, football has been noted for having problems with racism, and yet relatively little research has actually looked at this topic from a discourse analytical perspective. This paper (published together with my PhD supervisors based on my MSc dissertation and in preparation for my PhD research) addresses this gap by exploring the use of racial humour in a German male under-19 football team. Drawing on audio-recordings of interactions among the players on the sideline and substitutes’ bench during, before and after football matches and training, as well as interviews with players, and team observations, we analyse and critically discuss some of the ways in which team members make humorous comments about specific racial, ethnic or national groups when constructing and expressing team membership and negotiating their own and others’ identities within the team. Findings illustrate that, on the one hand, team members express their appreciation of the cultural diversity within their team in an attempt to maintain or enhance team cohesion, but on the other hand, they often use racial

humour to create distinctive subgroups thereby fragmenting the team and assigning and foregrounding racial identities.

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***Master students’  
perceptions of  
mixed nationality  
group work***

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**Xiaozhe Cai**

**Day One**

**12:25-12:55**

Intercultural competence is increasingly understood by employers to be a key aspect of employability because of the growing numbers of multicultural teams in global workplaces. This trend also increased the popularity of the internationalisation of HE, which promotes the idea of students as global citizens and encourages students to make the most of the increasing intercultural learning and social environment. Group work, as a platform, having the power to ‘force’ students from different backgrounds together, has been identified as an effective learning process that involves elements of intercultural study experience. However, the current literature mostly reported students’ resistance of working in mixed nationality group work has been reported, few studies have examined their actual working experience and the factors influencing their attitudes and opinions towards this type of learning activity.

The purpose of this study is to fill this gap within the literature by looking into Master students’ attitudes and perceptions of their experience of mixed nationality group work and how they have transformed during the degree. Two questionnaires aiming to elicit students’ attitudes towards working in groups distributed in different times during their degree. The comparison of the results shows that postgraduate taught students’ attitude towards mixed nationality group work did not have significant changes, neither positive nor negative ones. However, in follow-up interviews, students reported their personal and transformative skills development by working in mixed national groups. Other factors influencing students’ group work learning experience have also been identified.

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***Intercultural  
Competency within  
multicultural teams  
- a case study***

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**Amany Rashwan**

**Day One**

**14:00-14:30**

The proposed presentation addresses the question of the extent to which the Intercultural Competency of individual members within multicultural teams exerts an influence on internal team dynamics. The nature of such influence is also considered and discussed. The area of investigation falls squarely within the conference's Working and Communicating Across Cultures (WACC) research theme and draws on recent, successful Masters-level research conducted under the auspices of Leicester University.

The presentation describes the process and findings of an investigation into the influence of intercultural competency on the team dynamics of a culturally and linguistically heterogeneous group of individuals employed at a British educational institution's remote campus operating in a small Middle Eastern country.

In terms of structure, the presentation consists of the following successive sections:

- a brief examination of previous researchers' descriptions of and different approaches to examining culture as the phenomenon from which intercultural competency emerges.
- a discussion of the selected research subjects' level of cultural awareness (including intercultural competency), the extent to which they believed the latter affected both their own and others' behaviour within a multicultural team context, and how inter-personal interaction, in turn, affected overall team dynamics.
- an analysis of the importance and possible nature of IC Competency training.

The research methodology employed during the investigation described in the presentation combined semi-structured interviews, unstructured interviews, and participant observation. Combining the conclusions drawn from this exercise with my own experiences and observations, I then move on to look at the extent to which this awareness of Interculturone's own intercultural competency and that of others affects the internal dynamics of culturally cosmopolitan teams.

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***Working and relating in multinational and multidisciplinary teams***

**Carolyn Debray**

**Day One**

**14:35-15:05**

In workplaces and institutions of higher education all around the world multinational teams are created with the expressed purpose of performing a specific task together. As such, working together especially in a team has become a space where intercultural encounters happen, often over a long period, with people of equal status and in significant depth. As such, multinational teamwork could be seen as an ideal space in which stereotypes could be reduced and positive relationships could be established – thus fulfilling all requirements of the contact hypothesis (Allport, 1954). Yet, research and plenty of anecdotal evidence show that diverse teams often struggle, both with relationships as well as with work performance, which seems often connected with relational struggles (Adler, 2005; Stahl & Maznevski, 2010; Tenzer, Pudenko & Harzing, 2014). Yet research investigating how relationships are established, managed and maintained around the work of a team seems rare, despite the ubiquitousness of multinational teams.

In order to address this research gap, a newly formed multinational and multidisciplinary team participating in the research was observed, and team member interactions were recorded for the 9 months' period they kept working with each other. Team members were interviewed at the beginning and the end of the teamwork and their written chat was obtained for analysis. Team meeting data was transcribed and analysed for the different types of talk produced by the team members with a specific focus on how good relationships were built and enhanced and where potential threats arose to the relationships that needed to be mitigated. This presentation will provide an overview over the findings and the complicated patterns of talk team members engaged in, in order to (successfully) balance interpersonal goals, work and relationships.

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***Investigating the development of intercultural competence in student teams***

In order to produce “global graduates,” universities aim to foster teamwork skills in their students as well as the ability to communicate well with people from different cultural backgrounds. However, students are often given teamwork projects where the development of such skills and competencies is incidental rather than deliberate. Until now research that looks at student teamwork

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**Thomas Greenaway**

**Day Two**

**11:20-11:50**

projects tend to focus on self-reports (such as interviews and focus groups), instead of recording group processes and team interaction. There are two aspects of research that have until now received little attention: how students interact in teamwork projects, and how do they develop skills from their teamwork experiences. This paper will present two case studies from multicultural teamwork projects in undergraduate STEM modules. In this research the students' interactions were recorded. They were then given the opportunity to reflect on their experiences through stimulated-recall style interviews. There will then be a consideration of the extent to which students' intercultural competencies were demonstrated and enhanced through their teamwork projects, and areas in which they could be enhanced further. This will be followed by with policy recommendations for designing student teamwork projects, with a focus on the need for embedding reflection at all stages of the project, and focussing students on their communicative processes and task management.

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***No stopping or no entry? You really should not hesitate: The traffic sign recognition of drivers in the UK and the impact of some design and non-design factors***

**Vera T Tao**

**Day One**

**11:50-12:20**

Traffic signs are regulatory signs, representing and communicating legal prohibitions often without using words. It is crucial for drivers to understand the information conveyed by these signs properly and swiftly in order to avoid accidents. Failing to do so can result in life-threatening incidents. Although the UK has one of the lowest car crash fatality rates in 2014 around the world, car occupants are still a major cause of accidents in the UK as they accounted for 44% of road deaths in 2016. Therefore, this study aims to test the comprehension level of drivers in the UK towards 12 traffic signs, which are made up of regulatory signs, informatory signs and warning signs and differ in their level of abstraction of information. The study also sheds light on reasons why certain signs are more recognizable than others and offers useful recommendations for future developments of such traffic signs. The survey was conducted among 30 drivers working/studying at a British HEI. An exploratory sequential mixed-methods approach was chosen. Specifically, the researcher interviewed some drivers prior to designing the quantitative online experiment. The findings show that on average more than 25% of responses were incorrect, with some traffic signs being recognized by only 20% of all participants. Based on these insights, the

presentation will further elaborate on how design and non-design factors may have affected recognition of these traffic signs. A major limitation of this study is its tight focus on a special group of people and its rather small sample size. Nevertheless, it is able to provide first insights into a highly relevant topic, which deserves a more comprehensive follow-up study in the future, probably with a stronger focus on traffic sign recognition across different cultures.

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***Language shock in  
Bangladeshi  
students of higher  
education abroad in  
London***

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**Mahmudul Shah**

**Day Three**

**11:20-11:50**

It is a matter of concern that high dependency on textbooks for learning English as a second language, with more emphasis on reading and writing than on listening and speaking, brings the communicative competency of Bangladeshi students into question at an international level (Kirkwood and Rae, 2011). Due to heavy emphasis on grammar and literature, they grasp a very good command of grammatical competence when they study at a university level, but they lack sociolinguistic competence, discourse competence and strategic competence (Chowdhury and Ha, 2008). This is why they struggle to communicate, which contribute to language shock, with the culturally diverse people of London due to their ignorance of English usage in the cosmopolitan city. The research employs mixed methods, with a cross-sectional design comprising questionnaires, interviews and focus groups, to investigate the experience of Bangladeshi students who have come to London to study at undergraduate or post-graduate level. Canale's (1983) theory of communicative competence has been used for analysing the data. This research critically examines how language shock originates for Bangladeshi students in London and how it affects them. It presents the findings of PhD research based on questionnaires, interviews and focus group discussions. The data indicates that the students lack grammatical competence, sociolinguistic competence, discourse competence and strategic competence in different cultural contexts, which limits their communicative competencies and contributes to language shock. The data also suggests that the preparation of some materials with simulations of the context of London can minimise the students' language shock by familiarising the students with the language of London. The thesis therefore discusses possible implications for teaching which arise from the findings of this research.