

22nd Wical!

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24- 25 June 2019

Abstract Booklet

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Table of Contents

Contents

Table of Contents	2
Contents	2
Welcome note by the Director of the Centre for Applied Linguistics	3
Welcome note by the chair of the organising committee	4
Publishing opportunities	5
Conference programme – Day 1 (24 June 2019)	7
Conference programme – Day 2 (25 June 2019)	9
Keynote speakers	11
Workshop speakers	13
Discourse Analysis	14
Paper Abstracts.....	15
English and other language(s) teaching	19
Paper Abstracts.....	20
Intercultural Communication	29
Paper Abstracts.....	30

Welcome note by the Director of the Centre for Applied Linguistics



In my capacity as the new Director of the Centre for Applied Linguistics, I would like to extend a very warm welcome to everyone participating in our 22nd Warwick International Conference in Applied Linguistics! Our Centre was established back in 1983 – initially as the Centre for English Language, and then the Centre for English Language Teacher Education, before becoming the Centre for Applied Linguistics. Having been here at Warwick for 17 years, I have seen how our annual conference has evolved and grown. I remember how it used to be a small one-day programme of PhD presentations on ELT-focused research, attended by colleagues in the Centre. Now we have a wide-ranging interdisciplinary programme of keynote talks, parallel sessions and workshops across various areas of applied linguistics research, and the conference attracts participants from other institutions and other countries. The growth of the conference reflects the significant diversification of the Centre’s research interests and associated degree programmes and student body.

Fundamentally, nevertheless, WICAL remains a ‘conference by students for students’. It is organized entirely by a committee of students, and the two-day event provides a valuable international forum for student researchers at all levels of study to showcase their research, share experiences and network with one another. I would like to thank this year’s organizing committee for their tremendous hard work, and to thank our distinguished keynote speakers for kindly accepting the invitation to contribute to our 22nd WICAL conference.

I wish everyone an enjoyable, productive and successful conference, and hope that these two days will help to forge new links and networks for future research collaborations and friendships.

Professor Ema Ushioda
Director, Centre for Applied Linguistics

Welcome note by the chair of the organising committee

It is with great pleasure that I would like to welcome you to the 22nd Warwick International Conference in Applied Linguistics, a conference 'by students and for students'.

We are happy to offer you a vibrant range of expertise on the three themes of discourse analysis, intercultural communication and language teaching. These tracks will be introduced through presentations from students from all levels of study, alongside precious contributions from internationally renowned keynote speakers in applied linguistics. The conference workshops on both days aim to tackle upon some very student-oriented topics, such as how to success in job interviews and how to do big data analysis.

We hope the Conference will provide the participants with a stimulating, thought provoking and productive environment, alongside with precious opportunities for researchers from different disciplines and institutions to network and create new friendships.

I would like to offer my special thanks to the keynotes speakers, who kindly accepted our invitation to participate at the conference, to all our sponsors, who also made this Conference possible, and to all the staff members of the Centre for Applied Linguistics, who too have supported us in organising and promoting this important event. Finally, I would like to express my gratitude to all the members of WICAL 2019 organising committee, for their hard work, and to Dr Daniel Dauber and Dr Katharina Lefringhausen, for their invaluable support and availability in helping us organising the Conference.

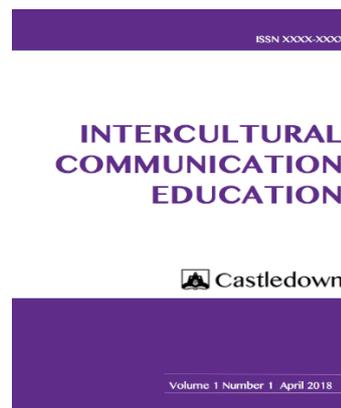
Valentina Bartali
Chair of the 22nd WICAL Organising Committee

Intercultural Communication Education

Editor-in-Chief

Troy McConachy, [University of Warwick](http://www.warwick.ac.uk), UK

ISSN: 2209-1041 (Online)



Special Issue: *Student Research in Intercultural Communication Education*

Castledown Publishers and the Editorial Board of *Intercultural Communication Education* currently invite high-quality submissions for a Special Issue on *Student Research in Intercultural Communication Education* to be published in April 2020. This Special Issue will aim to showcase innovative work being carried out by students, from undergraduates to PhD students, that relates to one or more of the themes below.

- Intercultural learning in the classroom or study abroad context
- Internationalisation of higher education
- Discourses of cultural difference
- Interfaces between language, culture and identity
- Intercultural training
- Intercultural issues in professional communication contexts (e.g. sport, media, PR)
- Carrying out intercultural research as a student (e.g. positioning, criticality, methods)

SPECIAL INVITATION FOR WICAL PARTICIPANTS

WICAL participants with papers of an international standard are encouraged to submit completed manuscripts to the journal for potential inclusion in the special issue by Sep 30, 2019. Special Issue contributions can be short articles (3000-5000 words) or regular articles (6000-8000 words). All articles will be double-blind peer reviewed by international experts, in line with the journal's usual procedures. The Editor-in-Chief will provide support throughout this process. If an article is accepted, Castledown Publishers will waive the open access publication fee for up to three WICAL participants.

Please contact the Editor-in-Chief if you are unsure of the suitability of your article.

T.McConachy@warwick.ac.uk

Author guidelines and open access policy can be found here:

<https://journals.castledown-publishers.com/index.php/ice/about/submissions>

The Warwick ELT

Centre of Applied Linguistics, University of Warwick |
SSN: 2515-3676 (Online)

The editorial board of *The Warwick ELT* welcomes submission of high-quality articles for the peer reviewed *The Warwick ELT* ezine to be published online, which will also be collected in a book that will be published in 2020. *The Warwick ELT* reaches out to all members of the English Language teaching community and aims to keep the teaching community updated on the innovations and advancement within the field of ELT. The published articles are intended to inform and reflect theories, practices and issues related to English Language Teaching, and are required to fall within any of these categories:

- Articles related to classroom or any other research, teacher education, teacher professional development
- Interviews with a prominent ELT scholar focusing on their significant contribution in ELT
- Your personal reflection on your experiences as a teacher.
- Practical Teaching tips that can be in a form of lesson plan or narrative form

SPECIAL INVITATION FOR WICAL PARTICIPANTS

WICAL participants are encouraged to submit their manuscripts to be considered for inclusion in *The Warwick ELT* Ezine. All articles will be peer reviewed according to the journal's usual procedures. More information on the word count and complete guidelines can be found on the following link:

<https://thewarwickeltezine.wordpress.com/guidelines/>

In case of any queries, please contact the editorial team on:

thewarwickelt@gmail.com



Programme Overview – Day 1 (24th June)

Time	Event		
09.30-10.00	Arrival and registration		
10.00-10.30	<p>Conference Opening [R1.13] Professor Ema Ushioda (Head of Department, Centre for Applied Linguistics) Valentina Bartali (Chair of the Organising Committee)</p>		
10.30-11.30	<p>Workshop 1 [R1.13] “Big data analysis “Researching Language on Twitter: Methods and Issues of Bid Data Analysis” Dr Christopher Strelluf (Centre for Applied Linguistics, University of Warwick)</p>		
11.30-12.00	Coffee Break [Main Atrium]		
12.00-13.00	<p>Keynote 1 [R1.13] “Probing the gap between perceptions and practice: The case of mock politeness” Dr Charlotte Taylor (University of Sussex)</p>		
13.00-14.00	Lunch [Main Atrium]		
	R0.14	R1.04	R2.41
	English and other language(s) teaching I	English and other language(s) teaching II	Discourse Analysis
14.00-14.30	Why do language teachers use / do not use ICT in teaching and learning in Higher Education in Kazakhstan: a mixed research study of language teachers in a single University Akmarzhan Nogaibayeva	First language practices of language teachers working in Turkish primary schools Serdar Tekin	New network, new linguistics style: a social network analysis on second person reference use among Sundanese of West Indonesia Enung Rostika

14.30-15.00	Extensive listening in EFL classroom: Improving EFL learners' listening skills through Edmodo Busra Genc	Resilience strategies in times of crisis: The case of Venezuelan EFL Teachers Maricarmen Gamero Mujica	Analysing the role of reactive tokens in spoken interaction Marwa Masood
15.00-15.30	-	Evaluating the autonomous language learners approach Kathryn Macfarlane	Exploring emergent leadership and decision-making when the pressure is high: the case of a leaderless basketball team. Anastasia Stavridou
15.30-16.00	Coffee Break [Main Atrium]		
16.00-16.30	-	The efficiency of using corpus-aided learning activities in vocabulary teaching Aslihan Demir	“Are you from Turkey or what?” - Approaching issues of social integration of second-generation German-Turkish descendants in Germany from a sociolinguistic perspective. Yesim Kakalic
16.30-17.00	Algerian EFL teachers’ and learners’ views and Uses of English textbooks Nour El Houda Bouacha	English teachers’ roles on teaching with Artificial Intelligence Application Yurou Song	The Stretford End will suck the ball in for you': The discursive (re)construction of the myth of Manchester United Wing-Shum Belinda Ko
17.00-18.00	Keynote 2 [R1.13] “An intercultural pedagogy for English language teaching and learning in Chinese Universities Prof. Prue Holmes (Durham University)		
18.00-18.15	Announcements and thanks [R1.13]		
18.30	Conference Dinner		



Programme Overview – Day 2 (25th June)

Time	Event		
09.30-10.00	Arrival and registration		
10.00-10.30	<p>Conference Opening [R1.13] Valentina Bartali (Chair of the Organising Committee)</p>		
10.30-11.30	<p>Workshop 2 [R1.13] “How to succeed in job interviews and assessment centre by using linguistic insights from research on leadership and teamwork.” Dr Sophie Reissner-Roubicek (Centre for Applied Linguistic, University of Warwick)</p>		
11.30-12.00	Coffee Break [Main Atrium]		
	R0.14	R1.04	R1.15
	English and other language(s) teaching	Intercultural Communication I	Intercultural Communication II
12.00-12.30	Exploring the child’s perspectives of progress and challenges in English Decoding Skills Development: A case study of a young Korean-English Learner Heeyang Park	In pursuit of intercultural awareness: Exploring cultural stereotypes from the perspective of Algerian EFL learners. Abir Drissat	The impact of dramas on Warwick students’ perceptions of disabled people Maki Nakamatsu
12.30-13.00	A case study of the influence of L1 (Arabic) on the English writing skills of a young Syrian refugee studying EAL in the UK Hanna Almontasser	Academic and social experiences of Deaf Students at Universitas Brawijaya, Malang, Indonesia Gadis Pratiwi	Routes to Explore Culture in Compliment Responses: Saudi English learners in Focus Sarah Alamri
13.00-13.30	In search of the appropriate combination of own	The dynamics of work motivation: A mixed method study of	A critical autoethnography of cultural belonging in

	and new language use in EFL classes: A case study in an Indonesian State High School Anjas Karuniawan	Chinese and Kenyan workers' motivational orientation Clytie Zhaohui	Higher Vocational Education Alison Williams
13.30-14.00	Lunch Break [Main Atrium]		
14.30-15.00	"Difficult circumstances" or "organic" contexts?: Reviewing the discourse on teaching English in difficult circumstances Dr Eric Ekembe	A contrastive pragmatic analysis of communicative patterns and intercultural issues of politeness in English and Italian conversation. Valentina Bartali	I have to stop and think: Variation and change in Australian English modals of obligation. Renate Plehwe
15.00-15.30	"Difficult circumstances" or "organic" contexts?: Reviewing the discourse on teaching English in difficult circumstances Dr Eric Ekembe (continues)	Organizational Image and Organizational Identity: Cross-cultural study in online and offline settings. Elena Talaver Escribano	Level of cross cultural awareness for Pakistani learners in a classroom of English Foreign Learners (EFL). Nasim Talib
15.30-16.00	Coffee Break [Main Atrium]		
16.00-17.00	Keynote 3 [R1.13] "Intercultural Competencies Applied to the Training room." Agnes Bamford & Gabriela Weglowska (SIETAR UK)		
17.00-17.30	Conference closing		

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Day 1 – 24th June 2019



Dr Charlotte Taylor
University of Sussex

Title

***Probing the gap between
perceptions and practice:
the case of mock
politeness.***

Charlotte Taylor is Senior Lecturer in English Language and Linguistics at the University of Sussex. She combines pragmatics, discourse analysis and corpus linguistics in her research which focuses on language and conflict in two contexts: mock politeness and the representation of migration. Her publications include *Corpus Approaches to Discourse: A Critical Review* (with Anna Marchi), *Exploring Absence and Silence in Discourse: Empirical Approaches* (with Melani Schroeter), *Patterns and Meanings in Discourse: Theory and Practice in Corpus-Assisted Discourse Studies* (with Alan Partington & Alison Duguid) and *Mock Politeness in English and Italian*.



Professor Prue Holmes
Durham University

Title

***An intercultural pedagogy
for English language
teaching and learning in
Chinese Universities.***

Prue Holmes is Professor, and Director of Postgraduate Research in the School of Education, Durham University, United Kingdom. She researches and supervises postgraduate students in the areas of intercultural and international education, languages and intercultural communication, and intercultural dialogue. Prue has also taught English language and intercultural education in higher education in China, Hong Kong, Italy, and New Zealand. She is Principal Investigator of the AHRC GCRF-funded project “Building an intercultural pedagogy in higher education: Culture, identity, and language” (AH/S003967/1); and Co-Investigator on the Erasmus+ project “Resources for Interculturality in Chinese Higher Education” (RICH-Ed). She chairs the International Association of Languages and Intercultural Communication (IALIC) and co-edits the Multilingual Matters book series *Researching Multilingually*.

Day 2 – 25th June 2019



Agnes Bamford



Gabriela Weglowska

Title

Intercultural Competencies Applied to the Training room.

Agnes is an experienced intercultural business coach, trainer and facilitator, with a Norwegian and South-African background. Previously Agnes worked for Fintech Company, Bloomberg LP and has run her own intercultural coaching company since 2007.

Agnes regularly leads workshops at the Norwegian School of Economics and is a guest lecturer to MA students in intercultural communication at University of Manchester.

Agnes is Director of Professional Development for SIETAR UK and Vice President of the Norwegian-British Chamber of Commerce.

Agnes holds an MA in Intercultural Communication, an MSc in business administration and has qualifications in comparative politics, psychology and teaching.

Gabriela Weglowska is Intercultural Skills Consultant at Learnlight and Director of Communications at SIETAR UK. Gabriela holds an MA in Intercultural Business Communication and a CIPD diploma in Learning & Development. Her work focuses on cultural competence, soft skills and diversity & inclusion. She advises on and designs learning content and blended solutions that meet the needs of the Modern Learner.

Workshop speakers

Day 1 – 24th June 2019

<p>Dr Christopher Strelluf University of Warwick</p> <p><i>Big data analysis: “Researching Language on Twitter: Methods and Issues of Big Data Analysis.”</i></p>	<p>Christopher Strelluf is an assistant professor in the Centre for Applied Linguistics at the University of Warwick. He received his PhD from the University of Missouri in 2014. His research interests include language variation and change, dialectology, and interactions between language and power. His monograph, <i>Speaking from the Heartland: The Midland vowel system of Kansas City</i>, is available from Duke University Press as the 103rd Publication of the American Dialect Society.</p>
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<p>Dr Sophie Reissner- Roubicek University of Warwick</p> <p><i>Job Interviews: “How to succeed in job interviews and assessment centre by using linguistic insights from research on leadership and teamwork.”</i></p>	<p>Sophie's work explores important spaces where culture and communication meet, including teamwork, leadership, identity, and gender. Her research-driven teaching deals with specific interactions such as job interviews as well as broader themes such as intercultural communication in new media. As an analyst of interaction, she is particularly interested in helping people communicate more effectively in global teams. Since joining CAL she has additionally specialised in developing professional training materials for use in business and industry worldwide.</p>
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Discourse Analysis

New network, new linguistics style: a social network analysis on second person reference use among Sundanese of West Indonesia.	<i>Enung Rostika</i>
Analysing the role of reactive tokens in spoken interaction.	<i>Marva Masood</i>
Exploring emergent leadership and decision-making when the pressure is high: the case of a leaderless basketball team.	<i>Anastasia Stavridou</i>
“Are you from Turkey or what?” - Approaching issues of social integration of second-generation German-Turkish descendants in Germany from a sociolinguistic perspective.	<i>Yesim Kakalic</i>
The Stretford End will suck the ball in for you': The discursive (re)construction of the myth of Manchester United.	<i>Wing-Shum Belinda Ko</i>

<p><i>New network, new linguistics style: a social network analysis on second person reference use among Sundanese of West Indonesia.</i></p> <p>Enung Rostika Day 1 [R2.41] 14:00-14:30</p>	<p>Previous studies (e.g. Kiesling 2004; Manns, 2015) have highlighted the key functions of second person reference and address terms as crucial social mediators. Indonesians have a range of second person forms at their disposal, but the exact repertoire and choice of form varies based on a range of factors, including social network and stance and identity concerns.</p>
<p><i>Analysing the role of reactive tokens in spoken interaction.</i></p> <p>Marwa Masood Day 1 [R2.41] 14:30-15:00</p>	<p>The purpose of this study was to analyse the role of Reactive Tokens in spoken interaction in general. It focuses on how scholars and academicians have different opinions when it comes to defining and categorising Reactive Tokens. It further examines the different types of Reactive Tokens and provides examples from the transcribed data of a recorded interaction as well as elaborates on how Reactive Tokens influence a conversation and assist in shaping meaningful exchanges. For conducting this study, at first, a 'naturally occurring' conversation had to be collected (Have, 2007, p. 68). An informal conversation on an academic topic was recorded and permission was acquired from the participants. The recorded conversation was then transcribed following Richards' (2003) adapted version of transcription conventions. In addition to that, a number of texts written by academicians and scholars were perused and analysed to accumulate necessary data on various types of definitions and classifications of Reactive Tokens. Conforming to the definition of Reactive Tokens provided by Clancy et al. (1996), the study focused on all the "short utterances" in the transcribed data of the recorded conversation produced by interlocutors who were playing the role of listeners while another interlocutor was speaking (p.356). All five types of Reactive Tokens as discussed by Clancy et al. (1996) could be detected in the transcribed data, namely, Backchannels, Reactive Expressions, Collaborative Finishes, Resumptive Openers and Repetitions (p. 356). The findings revealed that the significance of Reactive Tokens cannot be underestimated since the variety of Reactive Tokens play an important role in shaping a conversation.</p>
<p><i>Exploring emergent leadership and decision-making when the pressure is high: the case of a basketball team.</i></p>	<p>Understanding the way in which leaders in a sports team communicate is vital to the success of the team. However, there is very little sociolinguistic research that focuses on language use in sports (Wilson, 2009). While most studies link sports with social issues such as gender and racial identity, the emergent nature of leadership still remains under-researched. As such, the current</p>

<p>Anastasia Stavridou Day 1 [R2.41] 15:00-15:30</p>	<p>study aims to explore the concept of emergent leadership as it becomes evident through cases of decision-making among the players of a university-based basketball team that does not have an officially assigned leader or coach. The study will employ qualitative methods, and Interactional Sociolinguistics is the framework employed in the current study, as is often used in studies of leadership discourse (Vine et al., 2008; Wilson, 2017). This framework is particularly useful to unfold the underlying interference of meaning due to the contextual information and the analytic tools it provides (Gumperz, 2001, p.215; Vine et al., 2008; Wilson, 2017, p.147-148). It is therefore understood that it offers the analytic tools to pinpoint and interpret the discursive processes leaders emerge, while allowing the link between micro-level observations with macrolevel concepts of leadership and teamwork. Focusing on how leadership is done – through the discursive processes of decision making – the time-outs provide a unique opportunity to identify and describe the intricate processes through which leadership emerges within this team, and how different players take on a leadership role at different points during the decision making. Findings contribute to current research which argues that group dynamics and leadership processes are closely related and are the outcome of the communicative processes of the group (Clifton, 2017, p.46-47). However, observations also highlight the crucial role of the team captain, who plays a pivotal role in the leadership processes of negotiating meaning and reaching consensus.</p>
<p><i>“Are you from Turkey or what?” - Approaching issues of social integration of second-generation German-Turkish descendants in Germany from a sociolinguistic perspective.</i></p> <p>Yesim Kakalic Day 1 [R2.41] 16:00-16:30</p>	<p>This research aims to explore issues around social integration of German Turkish descendants in Germany from a sociolinguistic perspective. I aim to understand how hegemonic discourses of Turkish descendants dominate the German media landscape and often create social ‘realities’, which in turn influence self-perceptions and identity constructions of German-Turkish descendants, who often find themselves torn between positioning themselves as Germans or Turkish ‘foreigners’. I am interested in exploring how German-Turks make sense of issues around social integration displayed in current German media coverage and how they thereby construct and negotiate their different national identities. In order to to understand and investigate participant’s “identities, experiences, beliefs, and orientations (Talmy, 2010, p.111) with regard to (their) social integration issues the data will be collected using focus groups conducted with 5 to 7 second-generation German-Turks across age, gender and profession and indepth individual interviews. Hereby, I will present selected excerpts from German media coverage (e.g. articles, news etc.) during the (group) interviews, which will be followed by a discussion of those topics themes. I already conducted a pilot focus group and interview, which delivered promising insights and on which I will</p>

	<p>draw during the presentation at the conference. Findings from the pilot study show that participants are drawing on the presented media coverage whilst linking the topics to larger societal discourses that dominate public opinions about Turks. Thereby, they discursively construct and negotiate their various ethnic identities, sometimes combining them, at other times contrasting them or even challenging them. The references participants humorously make to larger stereotypical assumptions about Turks, e.g. that they “have to adapt themselves”, reflect the importance of issues of social integration in relation to German-Turks in current Germany and confirm the topicality of this issue.</p>
<p><i>The Stretford End will suck the ball in for you': The discursive (re)construction of the myth of Manchester United</i></p> <p>Wing-Shum Belinda Ko</p> <p>Day 1 [R2.41]</p> <p>16:30-17:00</p>	<p>Manchester United is a mythic football club. It is mythic in the sense that what is taken to be ‘reality’ and ‘norm’ are, in fact, shaped by a group of myths. These myths are a combination of facts and stories told by different social institutions. The Munich disaster, the rise from a local club to an international super-club, and the 38 trophies it claimed during the Ferguson years are all discursively constructed as myths of Manchester United. Just as myths can provide a basis for a nation and strengthen the sense of identity of its people (Seng, Yjin & Chia, 2017), they can also do the same in any organisation. This is also one major reason why Manchester United has become one of the most successful clubs. Sir Alex Ferguson’s retirement marked the end of a highly successful era of Manchester United. In the first half of the current season of 2018/19, Manchester United only won seven games out of 17. Under the backdrop of neoliberal marketisation, results of an international football club like Manchester United could have significant social economic impacts. Hence, the myths of the club are important in sustaining the identities of the players and supporters, as well as the ideologies of the football club, by connecting the past to the present, and also project the future. This study applies Discourse Mythological Analysis (DMA), a model developed by Kelsey (2014) by combining Fairclough’s three-dimensional model and Wodak’s discourse-historical approach, to analysis the (re)construction of the myth of Manchester United after the sacking of Jose Mourinho on 19 December 2018. The data used in this paper consist of interviews conducted with the current manager, Ole Gunnar Solskjaer, and players, including pre- and post-match reactions and conferences, Twitter entries of the official accounts of Manchester United players, and articles from newspapers. As Van Dijk (1997) states, discourse is socially constructed, this paper aims to find out the answers to the following research questions: 1. How the myth of Manchester United is discursively co-constructed by representatives of the club and the media (i.e. what are the linguistic features and discursive strategies used); and 2. How the socio-economic context shapes the practice of both the organisational discourse, in this case, Manchester United, as well as the media discourse. This study aims</p>

	to offer insights to the field of discourse analysis by studying the language used by one of the high-performance sport teams in (re)constructing their myths in order to shape identities and ideologies. It also aims to show that the discursive construction of myths is reminiscent of archetypal stories.
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English and other language(s) teaching

Why do language teachers use/do not use ICT in teaching and learning in Higher Education in Kazakhstan: a mixed research study of language teachers in a single University.	<i>Akmarzhan Nogaibayeva</i>
First language practices of language teachers working in Turkish primary schools.	<i>Serdar Tekin</i>
Extensive listening in EFL classroom: Improving EFL learners' listening skills through Edmodo.	<i>Busra Genc</i>
Resilience strategies in times of crisis: The case of Venezuelan EFL Teachers.	<i>Maricarmen Gamero Mujica</i>
Evaluating the autonomous language learners approach.	<i>Kathryn Macfarlane</i>
The efficiency of using corpus-aided learning activities in vocabulary teaching.	<i>Aslihan Demir</i>
Algerian EFL teachers' and learners' views and uses of English textbooks.	<i>Nour El Houda Bouacha</i>
English teachers' roles in teaching with Artificial Intelligence Application.	<i>Yurou Song</i>
Exploring the child's perspectives of progress and challenges in English Decoding Skills Development: A case study of a young Korean-English Learner.	<i>Heeyang Park</i>
A case study of the influence of L1 (Arabic) on the English writing skills of a young Syrian refugee studying EAL in the UK.	<i>Hanna Almontasser</i>
In search of the appropriate combination of own and new language use in EFL classes: A case study in an Indonesian State High School.	<i>Anjas Karuniawan</i>
"Difficult circumstances" or "organic" contexts?: Reviewing the discourse on teaching English in difficult circumstances.	<i>Dr Eric Ekembe</i>

<p><i>Why do language teachers use / do not use ICT in teaching and learning in Higher Education in Kazakhstan: a mixed research study of language teachers in a single University.</i></p> <p>Akmarzhan Nogaibayeva Day 1 [R0.14] 14:00-14:30</p>	<p>Introduction This study evaluates the use of Information Communication Technology (ICT) by language teachers of English, Kazakh, Russian in a single University in Kazakhstan. The overriding aim of the study was to understand how ICT was being used and to discover what factors encouraged and discouraged teachers to use ICT. The study takes place in Kazakhstan, a country the size of Western Europe. It was a Republic of the Soviet; consequently, Kazakhstan's education system has experienced change and one aspect of transformation has been the integration of ICT at all levels of education. Policy makers, at the government level, have promoted ICT and ICT literacy by introducing new technologies according to the state program of Education Development for 2001-2020 years (The Ministry of Education, 2010; Damitov et.al., 2009). So, this research is addressing an important question, to uncover how ICT is integrated in the universi sector by Kazakh, English, Russian language teachers. The general aim of the study is to develop an understanding of teachers' ICT use and how they see the wider context in which their decisions to use ICT are taken. However, I am particularly concerned about how the teachers perceive the context, thus, I will attempt to achieve an understanding of how they see their world, which is an interpretive aim. Interacting with them I will be able to interpret their perception of the phenomenon of ICT use. The research objectives clearly require data collection in multiple ways: questionnaire, interviews, and observation of classroom practice. Hence, having a number of foci is important in taking into consideration the methodology.</p>
<p><i>First language practices of language teachers working in Turkish primary schools.</i></p> <p>Serdar Tekin Day 1 [R1.04] 14:00-14:30</p>	<p>Teachers' use of first language (L1) has long been a contentious issue in second and foreign language teaching. As a result of this debate, a number of studies have been carried out in various settings. However, most of previous research appears to be carried out in higher level educational settings such as tertiary and high school contexts. Most likely due to the fact that English has relatively recently been introduced in primary schools throughout the world, it appears that there is a lack of empirical research carried out at this level. For this reason, this doctoral project investigates L1 use of teachers working with young learners (YLS) (7-10 years old). More specifically, it aims to find out the amount of L1 use, the functions of L1 use and teachers' motives for using L1 in L2 classes in primary schools. In line with the abovementioned aims, this inquiry employs multi-method in a qualitative way, utilising pre and post semi-structured interviews and classroom observations with 5 teachers in public schools in Turkey. Data consist of a total of 10 interviews and 60 lessons with second, third and fourth grades.</p>

	<p>Although I am still in the process of analysing the data, initial analysis indicates interesting results. While some of the participants used L1 for mainly classroom management, the others employed it for mainly teaching target topic. Different from the others, one participant almost never used L1 in the classrooms where there were about 40 students (about %5-10 of L1). Further analysis will reveal some more interesting results which I believe will be useful in contributing to the debate between monolingual and bilingual scholars. Although the findings cannot be generalized to wider contexts, this study should have the potential to shed light on this under-researched aspect of L1 use and to provide positive implications for both curriculum makers and language teachers working at primary level.</p>
<p><i>Extensive Listening in EFL classroom: Improving EFL Learners' Listening Skills through Edmodo.</i></p> <p>Busra Genc Day 1 [R0.14] 14:30-15:00</p>	<p>Regarding the lack of applying listening tasks in the act of learning the second language and an enormous significance of Information Communication Technologies as a learning tool, this current paper aimed at revealing the effect of using Edmodo to improve learners' listening comprehension and getting their ideas on the efficacy of Information Communication Technologies in English language lessons.</p> <p>This study was constructed in the form of Experimental Research Design the sense of comparing the results of pre-test and post-test as a result of treatment which lasted five weeks. Also, this study was conducted at a private language school in Istanbul with fifteen Intermediate level students who have different background in language learning and different occupations. the data was gathered through Extensive Listening worksheet (Mayora, 2017) which consists of three sessions: general information about the video, questions related to specific information, learners' experiences. This quantitative data allowed the researcher to see the improvement of learners in terms of listening in L2. In order to get the ideas of participants about the involvement of Edmodo as pedagogical purposes in EFL classroom setting, a semi-structured interview was carried out with five participants who were chosen randomly.</p> <p>With regard to the results of pre-test and post-test, a significant difference is noticeable, and this situation demonstrated the development of listening skills on the part of the learners. Concerning learners' responses on inclusion of Edmodo in language classes, it is probable to observe their favourable attitudes. In this regard; a great amount of learners indicated that these kinds of applications are quite good and they need to be embedded into L2 process; however, teachers should be well informed in order to direct the students. Namely, they think that as long as teachers have vast knowledge about how to use technology in the classroom, adaptation of the activities will be easier, and it will facilitate learners' use as well.</p>

<p><i>Resilience Strategies in Times of Crisis: The case of Venezuelan EFL Teachers.</i></p> <p>Maricarmen Gamero Mujica Day 1 [R1.04] 14:30-15:00</p>	<p>Chaos, meaning and transformation are the key concepts of this presentation, based on the speaker's own experience and the voice of other EFL teachers from Venezuela. The main purpose of this session is to show how times of crisis may become opportunities for teachers to restate their professional philosophy, to gain agency and to develop ownership of their professional development. In-depth interviews. Phenomenological enquiry. A detailed description of the current reality of the country will be introduced in the session, followed by an account of the influence of the crisis on teachers' performance and their subsequent reactions towards it. The experience will serve attendees to assess their capacity for resilience amidst hypothetical challenging circumstances.</p>
<p><i>Evaluating The Autonomous Language Learners Approach.</i></p> <p>Kathryn Macfarlane Day 1 [R1.04] 15:00-15:30</p>	<p>In Victoria, offering a Language Program is mandatory (VRQA), and the Department of Education recommends a minimum timetable allocation of 150 minutes per week. Yet the implementation gap is as wide now as it was 32 years ago when Australia became the first monolingual, English-speaking nation to adopt a multilingual Languages policy (Lo Bianco, 1987). Very little assessment data is available; however, evidence suggests learning outcomes continue to fall below both curriculum achievement standards and community expectations. The Autonomous Language Learners Approach was developed as a transformational change strategy to address some of the contributing factors. This evaluation study aims to evaluate the outcomes achieved by young learners before and after the implementation of this change approach. This is a mixed methods study, including both quantitative data derived from multiple sources, including qualitative case studies of schools in which The Autonomous Language Learners (ALL) Approach was most comprehensively implemented. The study is presented as an evaluation of The ALL Approach as a change strategy, using the stages of the change management cycle as the organising framework. Implementation in each participating school varied; Pawson's Realist Evaluation Model is used to identify the contexts and implementation models in which the most desirable outcomes were achieved. The results highlight the positive impact of implementing a gesture-based teaching methodology to support the development of functional classroom language skills. However, results also indicate that these changes alone do not lead to desired language acquisition outcomes. Further changes are required at the level of program structure, school culture and systemic support for change if primary years' foreign language programs are to deliver on their promise of enhanced language acquisition for learners.</p>
<p>The efficiency of using corpus-aided learning activities in vocabulary teaching.</p>	<p>Vocabulary is a fundamental component of all comprehension in second or foreign language learning (Folse, 2010). So, vocabulary teaching has been attracting considerable interest for a long time. However, more recently and specifically, there has been a surge of emphasis on corpus-assisted vocabulary teaching, or data driven-</p>

<p>Aslihan Demir Day 1 [R1.04] 16:00-16:30</p>	<p>learning (DDL). Though the use of corpora in the ELT classroom has been commonly supported by scholars, not every teacher benefits from them in their teaching practices. The reason why they are used by the minority is concerned with language teachers' lack of knowledge regarding how to design material based upon corpora, and how to use them as a pedagogical tool (McCarthy, 2008). In this regard, this study initially aims to demonstrate some corpus-assisted activities to be used in vocabulary teaching, and it sets out to explore not only measuring the effectiveness of corpus-aided vocabulary learning activities but also learners' attitudes towards those learning activities. The study was carried out at a private university in Istanbul with 18 intermediate level preparatory class students. The study was implemented as a part of the reading lesson. In this regard, the target words, which had been chosen from the respective reading book, were taught through corpus-aided materials at the beginning of each reading lesson as a pre-reading activity. As a data collection tool, initially, a pre-test was administered to the participants to reach their knowledge of vocabulary. After the treatment lasting three weeks, participants were given posttest which was the same as the pretest. Lastly, a questionnaire including 12 items and structured focus group interview were implemented to have a better understanding of participants' attitudes towards corpus-aided language learning materials. The data obtained from pre-test, post-test showed that the participants did better in the post-test. It basically demonstrates that corpus-aided learning materials had a great impact on participants' vocabulary learning. As for the qualitative data, it can be said that the participants found the corpus-based materials beneficial for their vocabulary learning. They also think that corpus-aided materials are more helpful than a dictionary while learning new vocabulary. Moreover, though they found corpus as a valuable source for learning vocabulary, most of the participants stated that they had some difficulty while guessing the meaning of words in given concordance lines.</p>
<p><i>Algerian EFL teachers' and learners' views and uses of English textbooks.</i></p> <p>Nour El Houda Bouacha Day 1 [R0.14] 16:30-17:00</p>	<p>Despite the recent technological advances, teaching materials in general and textbooks, in particular, still constitute the backbone for English language teaching. However, there is little empirical research on how textbooks are used and exploited in the classroom and how their users- teachers and learners- react and respond to them. Therefore, the present research aims to fill in the gap within the existing literature by investigating how EFL teachers and learners view and use their English textbooks inside and outside the classroom in four secondary schools in Algeria. The aim of this study is not only to explore the ways teachers and learners view and use their English textbooks, but also to voice their views and perspectives, advocate change, and raise their awareness in relation to the textbooks they use. In order to explore how</p>

	<p>Algerian EFL teachers and learners view and use their English textbooks, a convergent mixed method design was used. The relevant data were obtained from questionnaires administered to 50 teachers and 175 learners to establish base-line evidence about teachers' and learners' views, a total of 90 sessions of classroom observation with 9 teachers (10 sessions for each teacher) to explore teachers' and learners' use of the textbooks inside the classroom context, and 9 semi-structured interviews with teachers and 20 focus-groups interviews with learners in order to investigate teachers' decisions making, teachers' and learners' practices inside and outside the classroom, and their recommendations and suggestions to improve the teaching and learning experience. The results revealed that textbook use range on a continuum (from no use of the prescribed textbook to complete reliance on it as the only source of knowledge and language model) depending on the teacher's beliefs, circumstances and practices. Both teachers and learners felt empowered by having the opportunity to evaluate the prescribed English textbook as, although they are the primary users of this type of teaching materials, they have never been given the chance to express their views and opinions about it since its first distribution in 2008. This revealed that teachers and learners voice seem to be missing in educational matters. Teachers lack autonomy in terms of deciding what, how and when to teach while learners feel overwhelmed by the heavy overloaded program and tend to rely heavily on the teacher as the only source of knowledge. In the presentation, I will delve into a detailed explanation of this phenomenon and present to the audience some of the preliminary results on textbook use along with an overall analysis of the fieldwork's experience.</p>
<p><i>English teachers' roles in teaching with Artificial Intelligence Application.</i></p> <p>Yurou Song Day 1 [R1.04] 16:30-17:00</p>	<p>With developing artificial intelligence (AI)-based educational applications, the question of what role teachers should play in AI-equipped classrooms to facilitate learning is of great concern. This study focuses on teachers' roles and their identity. It is framed within activity theory and agency theory to specially draws on how teachers act in social settings with resources that culturally, socially and historically developed available to them. It analyses the process in which teachers construct their attitudes towards technology, especially AI use in teaching under the influence of sociocultural factors. The problems are centered on teaching but underpinning the problematics in researching, teacher training, institution administration and policy making. Both individual and collective discourses inform teachers' perceptions and drive teachers' actions. All participants are Chinese EFL/ESL teachers working with AI-based adaptive learning English teaching applications in after-school institutions. Information of more than 50 English teachers will be gathered through a questionnaire and two of them will be interviewed. Based on the model for understanding the</p>

	<p>achievement of agency which is first presented by Emirbayer and Mische in 1998, this study will investigate the dynamics of teacher agency and present the process in which personal and professional biographies, both short-term and long-term career plans and the here-and-now enactment (Gert et al., 2015) contribute to the variation and the enhancement of roles. It provides pedagogical suggestions for pre-service and in-service English teachers, suggestions on curriculum and teacher-training for institutions and policy makers. Meanwhile, this study shows that English teachers translate the general guidance into various teaching contexts and can play a constructive role in the development of AI-based educational applications.</p>
<p><i>Exploring the child's perspectives of progress and challenges in English Decoding Skills Development: A case study of a young Korean-English Learner.</i></p> <p>Heeyang Park Day 2 [R0.14] 12:00-12:30</p>	<p>This presentation explores a young Korean ELL's perceptions of the learning progress and challenges when learning to read in English. Given the challenges that native children can face in the acquisition of L1 English decoding skills, it is important to examine the progress and difficulties that young Korean children may experience when learning EFL/EYL decoding. Much research has explored the cognitive and linguistic dimensions of the English decoding development for young Korean readers in terms of phonological awareness and cross-linguistic transfer. However, little is known about the Korean children's own perspectives on what they find improving or difficult. By allowing the children's views to emerge, we ensure that they can play an active role in making decisions that affect themselves. This presentation concerns an eight-year-old Korean boy as a case from a total of 14 learners. Employing an exploratory intervention, this research provided a four-month instruction to a group of Korean ELLs, aged 8 to 10. This research is also designed as a qualitative study to examine the perceptions and meanings that the participants hold regarding the topic. Qualitative data for the children were collected from multiple sources: (1) individual interviews; (2) children's work; (3) audio-visual data; (4) informal talks; and (5) researcher journal. Data were also collected from the parents through individual interviews, informal talks and parent diaries. This research adopted child-friendly methods for gaining informed consent from the children and helping them express themselves through drawing. Five themes emerged from the data: (1) mixed responses to English phoneme awareness tasks at various levels, (2) different reception of the letter-sound relationships of 26 alphabets, (3) challenges in the distinction and articulation of certain English sounds, (4) remarkable progress in word reading, (5) enhanced confidence and its positive impact on his family. This research will establish the groundwork for follow-up research with a larger number of children. An enhanced understanding of a Korean child's perspectives could lead to meaningful contribution to the design, piloting and implementation of ELL/EYL decoding skills development materials. Further, it will</p>

	increase the awareness of the importance of adopting learners' voices in TEYL research and relevant policy-making processes.
<p><i>A case study of the influence of L1 (Arabic) on the English writing skills of a young Syrian refugee studying EAL in the UK.</i></p> <p>Hanna Almontasser Day 2 [R0.14] 12:30-13:00</p>	<p>Refugee children studying EAL in UK schools are being 'lost' in the UK education system. Although the government has allocated funds for these children to receive one-to-one support in school, many educational professionals are not able to meet the needs of these children due to lack of knowledge of their cultures, backgrounds, native languages, their influence on the children's learning and lack of understanding of how children in general, learn new languages. As a result, children are completing the school year with poor vocabulary, reading and writing skills and not meeting the targets and expected outcomes as determined by the curriculum. Having worked with some of these young refugee children in primary schools around the UK, I was able to see first-hand, the difficulties they had in acquiring the language and social norms, but also the difficulty that staff had faced in trying to bridge the gap between, the little (or no) English they knew, and what they needed to know for their age and developmental level. Consequently, this study has been conducted to gain an insight into the challenges faced by a young Syrian refugee acquiring English as an additional language, in a UK primary school, with particular focus to her English writing skills. It seeks to analyse how weekly, one-to-one EAL intervention impacts her learning and offer suggestions for teachers and other educators working with pupils with similar contexts and needs. Weekly one-to-one intervention support meetings were held between myself and the participant, for a period of 12 weeks (outside of school hours). Each week, the participant was given a writing task which was collected 4 days later. I then analysed the task to find what the participant struggled with the most and used it to design an intervention exercise to meet her linguistic needs. In the next meeting, I would teach this topic using different methods (flashcards, videos, reading, writing, role play...) and a variety of activities. Then I would set a new task, to be collected after 4 days. Each week we would review the tasks together and the participant would reflect on her own errors/progress. This helped motivate and inspire the participant to practise her writing skills more. Meeting Plan: 1. Recap - 15 mins (Discuss topics covered in previous meetings) 2. Reflection - 30 mins (Give feedback on previous task, guide learner's self-evaluation) 3. Teaching Segment - 50 mins (Teach a new topic tailored to learner's needs and interests) 4. Future Task Setting - 15 mins (Set tasks according to learner's needs and interests, with examples and clear explanations) 5. Conclusion - 10 mins (Provide opportunity for questions, concerns, confirmation of next meeting date, decide the next topic together...etc.). The findings have not yet been fully analysed, but so far 2 main themes have emerged: 1. "Know your learner" Find out about their L1, context, background, hobbies, likes, dislikes,</p>

	<p>even their journey to the UK and in language learning. When you know them, you understand them and their needs better, thus you can find or produce materials better suited to them, and use activities and methods which will meet the linguistic targets for their level of development. 2. Writing NEEDS speaking! Generally, language skills tend to be coupled as "Speaking and Listening" and "Reading and Writing", particularly in exams, textbooks and classrooms. However, good writing skills need good speaking skills. Before a learner writes something, they need to think of something in their minds to write about. This thinking is essentially speaking, but in the mind. Therefore, if there is not enough vocabulary and grammar in the spoken language (e.g. connectives), the learner struggles to write more than a few words, or writes the same sentences repetitively. To improve their writing skills, it is important to improve their speaking. Of course, vocabulary input can come from reading and listening. Thus the four language skills, often presented as separate from each other, are actually closely linked and interdependent in language learning.</p>
<p><i>In search of the appropriate combination of own and new language use in EFL classes: A case study in an Indonesian State High School.</i></p> <p>Anjas Karuniawan Day 2 [R0.14] 14:30-15:00</p>	<p>While the use of students' own language in English classes has been a widespread practice, teachers often feel guilty of using it. Focusing on a specific setting of an Indonesian state senior high school context, this study aims at gaining deeper understanding on how the teachers in the context view the issue of students' own language use in their classes and how they think they can achieve the most appropriate combination of students' own and new language in their teaching. The insights gained from this study will enrich our understanding on how practices and tradition of a particular culture, in this case in an Indonesian State Secondary School, results in a variety of beliefs about the use of students' own language. (Hall and Cook 2012). The proposed approach in this study is a case study as it enables the researcher to present a detailed, contextualised picture of the phenomenon being studied. The planned data collection methods are observations and interviews. Observations are used to collect the data for the first research question on how much students' own and new language is used in the class. Stimulated recall interview, where the interview involves playing audio-visual recordings of the teachers teaching in the class and discussing different aspects of those recorded interactions will be employed in this study to gain understanding on what purposes do the teachers use the students' own language and how the teachers believe they can combine the students' own language and English in the most appropriate way in their classes. The data collection will be carried out in Indonesia in May which will hopefully finish at the beginning of June 2019. The data collected through observation which include field notes and the recording of the teaching will be used to support the interview. The video recording of the teaching will be transcribed, and the parts when</p>

	<p>the teachers use student’s own language will be highlighted to help the researcher and also the teachers to notice the natures of students’ own language use. After the recorded teaching is transcribed, stimulated recall interviews will be conducted. The interviews will also be video recorded then transcribed. The transcribed interviews will then be analysed for categories or key themes relevant to the study. The key themes will then be coded and interpreted based on the literature.</p>
<p><i>“Difficult circumstances” or “organic” contexts?: Reviewing the discourse on teaching English in difficult circumstances.</i></p> <p>Dr Eric Ekembe Day 2 [R0.14] 14:30-15:30</p>	<p>The discourse on teaching English in difficult circumstances within the last decade has attracted more attention than was the case in the 60s when Michael West exposed the challenging teaching and learning conditions in the global South. Some of these contexts have degraded to be labelled in the literature as ‘super difficult’ circumstances, although they tend to constitute the mainstream ELT landscape. Unfortunately, limited evidence exists as to how local teachers navigate what is externally perceived to be the constraints of the contexts, resulting in a judgemental reading of these circumstances. This paper draws from narratives explaining how Cameroonian teachers in the CAMELTA Research Group have developed local expertise to contain the commonly stated challenges. The narratives, articulated in well situated circumstances, have engaged the Yaounde-based college of education and policy actors to start re-thinking teacher education programmes and policy innovators. In keeping with this, the paper argues for a more focused debate on the organic nature of the contexts and reviews erstwhile approaches towards these contexts. It explores how an examination of a longer collection of such narratives could be informative on what practically counts as context-appropriate procedures in ELT.</p>

Intercultural Communication

In pursuit of intercultural awareness: Exploring cultural stereotypes from the perspective of Algerian EFL learners.	<i>Abir Drissat</i>
The impact of dramas on Warwick students' perceptions of disabled people.	<i>Maki Nakamatsu</i>
Academic and social experiences of Deaf Students at the Universities of Brawijaya, Malang, Indonesia.	<i>Gadis Pratiwi</i>
Routes to Explore Culture in Compliment Responses: Saudi English learners in Focus.	<i>Sarah Alamri</i>
The dynamics of work motivation: A mixed method study of Chinese and Kenyan workers' motivational orientation.	<i>Clytie Zhaohui</i>
A critical autoethnography of cultural belonging in Higher Vocational Education.	<i>Alison Williams</i>
A contrastive pragmatic analysis of communicative patterns and intercultural issues of politeness in English and Italian conversation.	<i>Valentina Bartali</i>
I have to stop and think: Variation and change in Australian English models of obligation.	<i>Renate Plehwe</i>
Organizational Image and Organizational Identity: Cross-cultural study in online and offline settings.	<i>Elena Talareva Escribano</i>
Level of cross-cultural awareness for Pakistani learners in a classroom of English Foreign Learners (EFL).	<i>Nasim Talib</i>

<p><i>In pursuit of intercultural awareness: Exploring cultural stereotypes from the perspective of Algerian EFL learners.</i></p> <p>Abir Drissat Day 2 [R1.04] 12:00-12:30</p>	<p>This presentation reports on early stages of a Doctoral project on the development of intercultural awareness within an Algerian EFL context. EFL in Algeria tends to be dominated by very traditional language-focused pedagogy, and there is typically little room for an intercultural focus. Unsurprisingly, there has been little research on the development of learners' intercultural awareness within such a context. Accompanied by 10 EFL learners that volunteered as research participants, I attempted to investigate whether increasing these learners' understanding of their own cultural identity and challenging their cultural assumptions would have a desirable effect on cultivating a non-essentialist view of culture and enhance their cultural sensitivity towards difference. This involved the design and implementation of an 8-week course centred on intercultural themes such as awareness of cultural identity, challenging cultural stereotypes, exploring issues of prejudice and racism, and the investigation of learners' engagement in the course. Data collection methods incorporated the use of pre and post course interviews, recordings of classroom discourse, teacher's diary, and student's reflective journals. Using a bilingual approach, the course aimed to stimulate learners' reflective processes on a number of intercultural activities, generate an open and multi-perspective dialogue on students' cultural predispositions and bring their stereotypic thinking to the fore for questioning and analysis. In this presentation, I will provide a brief overview of the background and aims of the study, then discuss how I dealt with issues of course design and implementation, including rationales for content selection. I will also reflect on some of the challenges I faced during this process.</p>
<p><i>The impact of dramas on Warwick students' perceptions of disabled people.</i></p> <p>Maki Nakamatsu Day 2 [R1.15] 12:00-12:30</p>	<p>This paper aims to understand how people perceive and interpret messages from media sources, and how much impact it has on their understandings and behaviours towards people with disability in their lives. The research is motivated by researcher's personal experience, as I am disabled and studying media at Warwick as an international Master's student from Japan. Through my stay here, I found that there are differences in the way people interact with disabled people as well as how media portrays disabled characters in Japan and in the U.K. I believe that findings of this study can suggest how media can contribute to better understandings and environment for people who have disabilities. The research is based on a scoping questionnaire and group interviews. Since the topic is relatively sensitive, non-probability sampling was chosen. Participants are all University of Warwick students. Examples of films and TV dramas often discussed in the questionnaires and the interviews were; The Theory of Everything (2014), The Intouchables (2011), Me Before</p>

	<p>You (2016), Rain Man (1988), A Beautiful Mind (2001), The Fault in Our Stars (2014), Glee (2009-2015), Silent Witness (1996-) and The Big Bang Theory (2007-). There were 15 questions and it was meant to be participant-led discussion rather than the researcher asking all the questions one by one, so it was fine for participants to go off topic or skip some questions. What was found from the scoping stage is that not many people really rely on media programmes to learn about disabilities or disabled people. Most of the participants answered that their main source of information was more from their personal experiences in their daily lives. Additionally, through both the questionnaires and the group interviews, some people said they would do some research on the internet if they wanted to have further information about a specific disability. Although many people answered they do not rely on the media much for such topics, the common agreement which was made through the group interviews often was that the media is still helpful for raising awareness and good start to discuss about it with other people.</p>
<p>Academic and social experiences of Deaf Students at the Universities of Brawijaya, Malang, Indonesia.</p> <p>Gadis Pratiwi Day 2 [R1.04] 12:30-13:00</p>	<p>This study aims to explore Deaf students' obstacle studying in higher degree and the support workers' difficulties as a non-professional sign language interpreter. Then, this study also examined whether the accommodation provided to Deaf students was according to their needs and whether the training provided to support workers was sufficient. Hence, it is expected that with this research, the accommodation given to deaf students by (Centre for Disability Studies and Services) CDSS at Universitas Brawijaya will be better, so Deaf students have equality of accommodation and equality of outcomes that are equal to their peers. Ten Deaf students and ten support workers participated in this study. The Deaf and the support workers are students in Universitas Brawijaya and under the auspices of Centre for Disability Studies and Services (CDSS). The Deaf and the support workers are students of Universitas Brawijaya that is studying in various majors in 2019. I deliberately sought out students with different majors to see if studying in different majors led to differences in experiences. Semi-interview is used to collect the data. Then, I use the thematic approach and inductive analysis to examine the data. CDSS provides support workers as sign language interpreters to accommodate Deaf students' needs. However, there are still several issues faced by both Deaf students and support workers. The data shows that Deaf students face a range of challenges including difficulties in understanding lecture and course material, easy to misunderstand their assignments, highly dependent to the support workers, and some of them face discrimination from peers and lecturers. Meanwhile, since the support workers' job is to interpret to Deaf students in different majors, they found it hard if they have to explain materials that they aren't studying.</p>

	<p>There are some particular terms that they don't understand, but they have to keep explaining or interpreting it to the Deaf students.</p>
<p><i>Routes to Explore Culture in Compliment Responses: Saudi English learners in Focus.</i></p> <p>Sarah Alamri Day 2 [R1.15] 12:30-13:00</p>	<p>This paper discusses how two groups of Saudi English learners in immersion (United Kingdom) and non-immersion environments (Saudi Arabia) respond to compliments in English. Debate centres on whether being in an immersion environment can affect people perceptions and ways to respond. Focusing on topic, time spent abroad, and social/power distance, I attempt to shed light on the following questions: What their compliment responses say about Saudi culture? Is there a culture shift due to being in an immersion environment? Using a discourse completion task in an open-ended format, I intend to discuss responses to three compliment situations. I begin by using Chi-square to look for any significant differences, I then use Nvivo software to look for themes/codes. Theoretical frameworks: I will refer to the first wave of frameworks: politeness theory (Brown & Levinson, 1987). and Leech maxim principles (Leech,2016) before I move to intercultural communication (Scollon & Scollon ,2011) and rapport management (Spencer-Oatey,2004).Possible influential social and psychological factors are to be discussed. Preliminary Findings Saudi English learners in KSA enhanced rapport management, while not all Saudi English learners in the UK chose to enhance it. Using chi-square on the macro strategies (Accept, Deflect, Reject),the difference between the two group is not significant. However, I found a number of qualitative remarks on their micro strategies. Although the two populations are not significantly different, there are interesting differences in the ways that they accept and deflect. I shall discuss these in details with examples from the data.</p>
<p><i>The dynamics of work motivation: A mixed method study of Chinese and Kenyan workers' motivational orientation.</i></p> <p>Clytie Zhaohui Day 2 [1.04] 13:00-13:30</p>	<p>China's presence in Kenya is bringing intercultural work opportunities for both parties; however, the motivational preferences of these two groups seem to be different, evidenced by the reported workplace conflicts on various media platforms. Work motivation is a dynamic and composite construct deeply rooted in one's cultural background, and although much cross-cultural research has identified key motivational orientations of employees from different cultures, the complexity and temporal dimension of these orientations have not been fully explored. Therefore, the purpose of this study is to examine the motivational dispositions of Chinese and Kenyan workers and its development over time. The study proposes to use a convergent mixed method design, combining questionnaires and solicited audio diaries. The questionnaire is drawing from Csizér and Dörnyei's (2002, 2005) motivation measures with key items revised for this study. The aim of this method is to identify the relationship between culture and motivation factors of a given</p>

	<p>time. The use of solicited audio diaries intends to provide a temporal perspective in order to see the interplay between culture and motivation. Rather than analysing employees' motivation in an abstract collective sense, this study aims to shed some light on the dynamics of culture and work motivation in real life situations. Potentially, the findings can guide policy-making processes in international companies by developing tailored motivation incentives from a situated perspective.</p>
<p><i>A critical autoethnography of cultural belonging in Higher Vocational Education.</i></p> <p>Alison Williams Day 2 [R1.15] 13:00-13:30</p>	<p>This thesis argues that there is a specific type of relationship which, when adopted as an approach to teaching, can optimise the potential for Transformative Learning and that such an approach is particularly appropriate to foster in a Higher Vocational Education (HIVE) University which identifies as a Widening Participation (WP) institution. However, the increased focus on competition, institutional reputation and measurable outcomes which now underpin the HE sector (Molesworth et al. 2011; Inglesby, 2015; Naidoo 2016), suggest some challenges for teachers who wish to pursue this approach, in addition to there being little empirical evidence of emerging cultures in what has become an increasingly diversified HE sector (Kingfisher and Maskovsky, 2008; Peach 2010). My research facilitates a first person perspective to explore this situation: Can I negotiate the pressures of Neoliberalism in a way which fosters the type of relationship and approach to teaching desirable for improving potential for Transformative Learning in a HIVE University which identifies as a Widening Participation Institution?</p> <p>An autobiographical timeline of the teacher-researcher's (my) educational history and key learning experiences was constructed. Field notes were collected during the first semester of one academic year and a series of teaching reflections were undertaken in the second semester of the same academic year. A personal journal was kept throughout the research process. Chang's (2008) typology of others (of similarity, difference and opposition) was applied to look beyond my individual experience and to evaluate myself-with-others (my relationships) in a variety of teaching and non-teaching situations. These were then evaluated in relation to the research question. My way of belonging in the HIVE university illustrates an intricate network of relationships between self, situation, colleagues and students.</p>
<p><i>A contrastive pragmatic analysis of communicative patterns and intercultural issues of politeness in English and Italian conversation.</i></p>	<p>This study focused on cross-cultural pragmatics and intercultural communication, drawing on House's (1977) concept of cultural filter, for which socio-cultural diversities, in terms of communicative preferences, mentalities and values, influence the way different cultural groups communicate. This paper is a preliminary exploratory study to investigate the differences that exist between Italian and English discourse, in terms of conversational strategies and preferences; using House's (1998)</p>

<p>Valentina Bartali Day 2 [R1.04] 14:30-15:00</p>	<p>German-English cross-cultural dichotomies as starting point, the main aims were to verify whether such dimensions could be applied to the Italian-English language pair as well, and to identify the main differences between the two that could lead to misunderstandings. The research used Edmondson and House' (1981) adapted model of contrastive pragmatic qualitative discourse analysis and collected data through sociolinguistic dyadic interviews based on roleplays, occasionally mirrored by individual retrospective interviews in case of misunderstandings and supported by anecdotal data. The focus of the analysis was on discourse strategies, gambits and the speech acts used for 'Requests', 'Apologies' and 'Complaints'. The findings suggested that House's (1998) German-English dichotomies also apply to the Italian-English language pair and showed the impact of House's (1977) cultural filter on the interpretation of the concept of politeness. The main conclusion drawn from the results was that Italians are more direct and explicit than English in communicating, and according to House's cultural filter, this may lead the English to perceive Italian conversational behaviour as impolite and/or aggressive.</p>
<p><i>I have to stop and think: Variation and change in Australian English models of obligation.</i></p> <p>Renate Plehwe Day 2 [R1.15] 14:30-15:00</p>	<p>Previous research on the modal verbs of obligation (must, have to, need (to), (have) got to, ought (to), should) in Australian English has failed to address key questions regarding the link between sociolinguistic variation and overall changes to the system. The epistemic function of these modals has also received comparatively little attention in the Australian context. The aims of this study were to track changes in the modal verbs of obligation in spoken Australian English over time and to examine the effect of other factors, such as speaker ethnicity, on these changes. The data on which this study is based were extracted from corpora from the Sydney Speaks project (Travis, 2014-2021). Data were collected via sociolinguistic interviews conducted between the 1970s and the present day. Participants (N=174) belonged to four ethnic communities (Anglo, Greek, Italian, Cantonese) and were born around Sydney between the 1890s and 1990s. The modals to be examined were selected based on previous research (Collins, 2005; Tagliamonte & D'Arcy, 2007; Tagliamonte & Smith, 2006). After extraction of tokens (N=3009), coding and analysis were performed to identify changes in the system and to determine if any changes may have been linked to particular ethnic communities. Certain key trends were observed in the data. Deontic have to and need (to) increase over time, while deontic must and (have) to appear to be decreasing over time. Ethnicity was found to be a relevant factor for the spread of certain changes through the speech community; the increase in need (to) may be an innovation led by the Anglo community, while deontic have to has largely been favoured by</p>

	<p>the Italian community. A decrease in epistemic must and an increase in epistemic should were also observed, however the effect of social factors on epistemic modality was not examined due to low token numbers. This study provides valuable insights on variation and change in Australian English.</p>
<p><i>Organizational Image and Organizational Identity: Cross-cultural study in online and offline settings.</i></p> <p>Elena Talareva Escribano Day 2 [R1.04] 15:00-15:30</p>	<p>This study aims to explore the relationship between perceived organizational image and the perceived organizational identity in two different contexts: the workplace and the company social media. In other words, the research explores how the organizational image is perceived by the employees offline and online and how these perceptions may shape their offline and online organizational identity. As a consequence, this research also focuses on the offline/online organizational identity conflict and how this conflict may be moderated by the effect of a good quality of Leader-Member Exchange (LMX) resulting on organizational engagement. This research will use quantitative methodology in the form of a cross-sectional survey design. The study will be composed of three parts. First, we analyse the correlations between offline perceived organizational image and offline organizational identity as well as the correlations between online perceived organizational image and organizational identity. Secondly, Finally, multiple regression analysis will be used to test the hypotheses about the moderating role of LMX in the relation between organizational identity conflict and organizational engagement. This study will provide useful theoretical and practical insights. Theoretically, the stable character of organizational identity will be challenged. More specifically, the study aims to provide empirical evidence to the theoretical assumption that organizational identities adapt to external factors associated with an unstable environment in a new context: the social media world. This research will also have practical implications for this globalized world in which the use of social media is increasing and where the line between the offline and online context is getting blurred. Important practices will be suggested for new ways of working such as: smartworking, remote working, intrapreneurship, etc. so that employees use of social media tools in an effective way in order to make sense of the organization.</p>
<p><i>Level of cross-cultural awareness for Pakistani learners in a classroom of English Foreign Learners (EFL).</i></p> <p>Nasim Talib Day 2 [R1.15]</p>	<p>The purpose of the study is to examine in depth cultural differences and similarities with native culture as well as foreign language cultures while it has taken an important place in foreign language teaching and learning studies. Student dislike oral communication, particularly in front of a large group of people. There is a pressure nervousness, anxiety and fear of failure associated with it. The focus is upon how EFL learners approach the target language culture as well as their own culture. This qualitative research examined through a survey analysis, how</p>

15:00-15:30

three groups of students (one high school group and two university student groups) viewed the role of foreign cultures (American and British) in cultural understanding. As for as this study was concerned, 150 participants were randomly selected among large population. A questionnaire was used as an instrument of data collection.15 items were used in questionnaire. Researcher used Likert scale to measure attitude, feelings or beliefs about the items in question. Ethnolinguistic vitality model was used as theoretical frame work in this research.

The analysis also proves that there is indirect relationship between attitude and successfully Second Language Acquisition (SLA). However learners should recognize different cultural patterns at work places in the terms of behaviour of people from the target language culture. They need to be aware of how their own cultural background influences their behaviour as well as learning. Furthermore, they also need to develop patience/tolerance for behaviour patterns which are different from their own.