



## Programme Overview – DAY 1 (24<sup>th</sup> June)

Time	Event		
09.30-10.00	Arrival and registration		
10.00-10.30	<b>Conference Opening</b> [R1.13] <b>Professor Ema Ushioda</b> (Head of Department, Centre for Applied Linguistics) <b>Valentina Bartali</b> (Chair of the Organising Committee)		
10.30-11.30	<b>Workshop 1</b> [R1.13] “Big data analysis “Researching Language on Twitter: Methods and Issues of Bid Data Analysis” <b>Dr Christopher Strelluf</b> (Centre for Applied Linguistics, University of Warwick)		
11.30-12.00	<b>Coffee Break</b> [Main Atrium]		
12.00-13.00	<b>Keynote 1</b> [R1.13] “Probing the gap between perceptions and practice: The case of mock politeness” <b>Dr Charlotte Taylor</b> (University of Sussex)		
13.00-14.00	Lunch [Main Atrium]		
	<b>R0.14</b>	<b>R1.04</b>	<b>R2.41</b>
	<b>English and other language(s) teaching I</b>	<b>English and other language(s) teaching II</b>	<b>Discourse Analysis</b>
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 <b>Akmarzhan Nogaibayeva</b>	First language practices of language teachers working in Turkish primary schools <b>Serdar Tekin</b>	New network, new linguistics style: a social network analysis on second person reference use among Sundanese of West Indonesia <b>Enung Rostika</b>
14.30-15.00	Extensive listening in EFL classroom: Improving EFL	Resilience strategies in times of crisis: The case of	Analysing the role of reactive tokens in spoken interaction

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



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## Programme Overview – DAY 2 (25<sup>th</sup> June)

Time	Event		
09.30-10.00	Arrival and registration		
10.00-10.30	<b>Conference Opening</b> [R1.13] <b>Valentina Bartali</b> (Chair of the Organising Committee)		
10.30-11.30	<b>Workshop 2</b> [R1.13] “How to succeed in job interviews and assessment centre by using linguistic insights from research on leadership and teamwork.” <b>Dr Sophie Reissner-Roubicek</b> (Centre for Applied Linguistic, University of Warwick)		
11.30-12.00	<b>Coffee Break</b> [Main Atrium]		
	<b>R0.14</b>	<b>R1.04</b>	<b>R1.15</b>
	<b>English and other language(s) teaching</b>	<b>Intercultural Communication I</b>	<b>Intercultural Communication II</b>
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 <b>Heeyang Park</b>	In pursuit of intercultural awareness: Exploring cultural stereotypes from the perspective of Algerian EFL learners <b>Abir Drissat</b>	The impact of dramas on Warwick students’ perceptions of disabled people <b>Maki Nakamatsu</b>
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 <b>Hanna Almontasser</b>	Academic and social experiences of Deaf Students at Universitas Brawijaya, Malang, Indonesia <b>Gadis Pratiwi</b>	Routes to Explore Culture in Compliment Responses: Saudi English learners in Focus <b>Sarah Alamri</b>
13.00-13.30	In search of the appropriate combination of own and new language use in EFL classes: A case study in an Indonesian State High School	The dynamics of work motivation: A mixed method study of Chinese and Kenyan workers’ motivational orientation <b>Clytie Zhaohui</b>	A critical autoethnography of cultural belonging in Higher Vocational Education <b>Alison Williams</b>

	<b>Anjas Karuniawan</b>		
<b>13.30-14.00</b>	<b>Lunch Break</b> [Main Atrium]		
<b>14.30-15.00</b>	<p>“Difficult circumstances” or “organic” contexts?: Reviewing the discourse on teaching English in difficult circumstances <b>Dr Eric Ekembe</b></p>	<p>A contrastive pragmatic analysis of communicative patterns and intercultural issues of politeness in English and Italian conversation <b>Valentina Bartali</b></p>	<p>I have to stop and think: Variation and change in Australian English modals of obligation <b>Renate Plehwe</b></p>
<b>15.00-15.30</b>	<p>“Difficult circumstances” or “organic” contexts?: Reviewing the discourse on teaching English in difficult circumstances <b>Dr Eric Ekembe</b> (continues)</p>	<p>Organizational Image and Organizational Identity: Cross-cultural study in online and offline settings. <b>Elena Talaver Escribano</b></p>	<p>Level of cross cultural qwareness for Pakistani learners in a classroom of English Foreign Learners (EFL) <b>Nasim Talib</b></p>
<b>15.30-16.00</b>	<b>Coffee Break</b> [Main Atrium]		
<b>16.00-17.00</b>	<p><b>Keynote 3</b> [R1.13]  <b>“Intercultural Competencies Applied to the Training room.”</b>  <b>Agnes Bamford &amp; Gabriela Weglowska</b>  <b>(SIETAR UK)</b></p>		
<b>17.00-17.30</b>	Conference closing		

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