

23rd Warwick International Conference in Applied Linguistics

#WICAL2021



23RD WICAL

Crossing Boundaries

28-30 June 2021,
University of Warwick

Since 1997

28-30 June 2021 | Online

Programme

23rd Warwick International Conference in Applied Linguistics

A note on digital logistics

Joining the conference

- All keynotes, workshops, and presentations will be held on [Microsoft Teams](#)
- Links to all the sessions are provided in this booklet's timetables.
- To join, click on the "JOIN" link next to the session you want to go to. You will be taken to the Microsoft Teams lobby and one of our committee members will admit you.
- We ask that you join the session on time.
- Unless you are asking a question or presenting, please keep your microphone muted. This will help avoid disturbances for the presenters.
- To ask a question, please, raise your [hand](#). You can also [type your questions](#) in the chat box of the sessions.
- Where possible, please, switch on your webcam – it helps make the digital a little more human 😊

Networking

We are using an online platform called Wonder, which comes very close to recreating the experience of wandering around an offline event and chatting to people. There is no need to register for an account or download anything. Just click the link provided in the schedule and it will open in your browser. You can get acquainted with how Wonder works [here](#).

We added two networking sessions to our schedule on the 28th and 30th of June (see times in programme). However, much like at an offline event, our networking room on Wonder is continuously available for you to wander around in. If you like, you can set up a meeting with fellow conference attendees or just pop in at any time to see if anyone is around to chat.

Abstracts Booklet & Participants Booklet

You can find the full Abstracts Booklet and Participants Booklet on our website [here](#).

23rd Warwick International Conference in Applied Linguistics



Welcome note by the Head of Department, Applied Linguistics

In my capacity as Head of the Department of Applied Linguistics at Warwick, I would like to extend a very warm welcome to everyone participating in our 23rd Warwick International Conference in Applied Linguistics! This is the first time we are hosting the conference online, and we have embraced the opportunity for global, virtual, borderless academic interactions as one of the real positives to have come out of the worldwide pandemic. After all, our conference theme is all about 'Crossing Boundaries', and we are truly excited that geographical boundaries and distance are no obstacle this year as people from over 30 countries connect with us online. In this respect, we have come a long way from the early years of our annual conference two decades ago, when it used to be a small one-day programme of presentations by our PhD students and a guest speaker, addressing an audience of our own students and staff. Now we have a wide-ranging interdisciplinary programme of keynote talks, parallel session tracks and pre-conference workshops, and a richly international mix of presenters and attendees ... more so than ever this year.

Fundamentally, nevertheless, one important aspect of WICAL has not changed, which is that it remains a 'conference by students for students'. It is organized entirely by a committee of postgraduate students at Warwick, and the conference is intended for student researchers to showcase their work and engage with peers and with experts in their field. 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 23rd WICAL conference.

I wish everyone a stimulating, enjoyable and productive few days, and I hope that this year's online conference will help to forge new links and networks for future research collaborations and friendships crossing boundaries.

Professor Ema Ushioda

Head of Department, Applied Linguistics

23rd Warwick International Conference in Applied Linguistics

Welcome note by the 23rd WICAL Organising Committee

Dear attendees,

We are pleased to welcome you to the 23rd Warwick International Conference in Applied Linguistics, a successful tradition of our Department.

As the Conference continues to grow and evolve, this year we have incorporated some new additions. For the first time in WICAL's history, the Conference is taking place online – with participants from all over the world joining in. This year, we also launched Research Paper Clinics, giving students the chance to receive feedback on their work from distinguished academics in their field, to develop their work into a full research paper. This would not have been possible without the support of our Department's staff and we want to thank them for their generosity. Finally, we also introduced the WICAL Equal Opportunities Programme, offering registration fee waivers to students and recent graduates with financial hardships that may limit their ability to attend the conference. We believe that these new additions are truly helping us cross boundaries and create an impact through WICAL.

We want to express our thanks to all of our keynotes and workshop speakers this year. It is an honour for us to have four esteemed keynote speakers sharing their research with us and five workshop presenters who will provide practical advice, leveraging their experience and expertise. We are especially happy to have our own Department's graduates among them!

We want to thank all WICAL presenters and attendees for choosing to take part this year and we wish everyone all the best with their future endeavours.

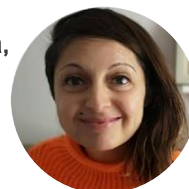
Finally, above all, we extend our gratitude to the staff of the Department of Applied Linguistics for their help whenever needed. We especially want to thank Dr Daniel Dauber, Department Advisor, for his enduring support and valuable advice on this Conference

23rd WICAL Organising Committee

23rd WICAL Organising Committee



Marianna Slutskaya,
Chair
*MPhil/PhD in
Intercultural
Communication*



Valentina Bartali,
Finance Officer &
Paper Clinics Co-
ordinator
*PhD in Applied
Linguistics*



**Norashikin Binti
Zainull Abdin,**
Submission &
Registration
MA in TESOL



Xianzhi Chen,
Submission &
Registration
*MPhil/PhD in
Applied Linguistics*



**Maria Paula
Guerrero-Huertas,**
Promotion
*MA in Drama
Education and ELT*



Xinmin Jiang,
Promotion
*MSc in Intercultural
Communication for
Business and the
Professions*



Siting Liu,
Promotion
*MSc in Intercultural
Communication for
Business and the
Professions*



Anastasia Stavridou,
Website Design
*PhD in Applied
Linguistics*



**Elena Talareva
Escribano,**
Sponsoring &
Promotion
*PhD in Intercultural
Communication*



Yilin Zhu,
Sponsoring
*MSc in Intercultural
Communication for
Business and the
Professions*



Daniel Dauber,
Department
Advisor
*Associate
Professor*

23rd Warwick International Conference in Applied Linguistics

Keynote talks

29 June



Getting to grips with the “culture thing”: One pilgrim’s halting progress in social psychology

Michael Harris Bond, *Chair Professor of Psychology, Faculty of Business, Hong Kong Polytechnic University*



The ‘Horse’s Mouth’ and other fallacies: Insights from supervision and examining in the fields of language education and intercultural communication

Trevor Grimshaw, *Associate Professor in International Language Education, Language and Educational Practices (LEP) Research Cluster, University of Bath*

30 June



Cross-cultural politeness research – new research vistas

Dániel Z. Kádár, *Chair Professor, Doctoral Supervisor and Director of Center of Pragmatics Research, Dalian University of Foreign Languages, China; Research Professor and Chair of Hungarian Academy of Sciences Research Group, Research Institute for Linguistics, Hungary*



Formatting (small) stories on social media: A discourse analysis of platformed storytelling

Alexandra Georgakopoulou, *Professor of Discourse Analysis & Sociolinguistics, King's College London*



28

June

23rd Warwick International Conference in Applied Linguistics

28 June 2021 | Online

Please note: all times are in GMT+1

9:00 10:15	Opening Workshop	Welcome remarks Marianna Slutskaia , <i>Chair, WICAL 2021</i> Getting a job in academia: Reflections on my professional journey Christina Efthymiadou , <i>Lecturer in International Management, Bristol Business School, UWE</i>
10:45 12:15	Workshop	Applying linguistics: Conceptualising your impact Kieran File , <i>Associate Professor, Department of Applied Linguistics, Warwick University</i>
13:00 14:30	Workshop	Getting 🗑️ done: Workflows to enhance your productivity and time management Daniel Dauber , <i>Associate Professor Department of Applied Linguistics, Warwick University</i>
15:00 16:30	Workshop	Publishing journal articles Tony Liddicoat , <i>Professor and Director of Research, Department of Applied Linguistics, Warwick University</i>
17:00 18:00	Workshop	Doing public talks and academic conferences: Some experiences and useful advice Sol Wolfers-Pommerenke , <i>Research Fellow, Leuphana University of Lüneburg</i>
18:15 19:30	Networking	<i>Learn more about how to use the networking platform how to use the here.</i>

23rd Warwick International Conference in Applied Linguistics

28 June 2021 | Workshop Speakers



Workshop | **Getting a job in academia: Reflections on my professional journey**

Christina Efthymiadou, *Lecturer in International Management, Bristol Business School, UWE*

Dr Christina Efthymiadou is a Lecturer in International Management at Bristol Business School. Her PhD in Intercultural Communication (Warwick University) investigated the discursive construction of trust in cross-border business partnerships in the Greco-Turkish context. The project adopted an ethnographic approach and included 56 hours of in-depth semi-structured ethnographic interviews with business partners and audio and video recordings of natural interaction including formal meetings, dinners, visits and everyday talk. Christina has extensive research experience in European funded projects in the fields of migration, education and gender studies. Her primary research interests include workplace discourse, intercultural communication and education, identity and trust.




Workshop | **Applying linguistics: Conceptualising your impact**

Kieran File, *Associate Professor, Department of Applied Linguistics, Warwick University*

Dr Kieran File is an Associate Professor in the Department of Applied Linguistics at The University of Warwick and chair of the Sports Communication and Culture Research Collective. His research explores issues related to language use in professional and competitive sporting contexts. Kieran's current research interests are in the areas of team communication in professional sporting contexts and the issues professional sports managers and coaches have when speaking to the media. Kieran also applies his research to help sports teams, coaches and other professional sporting stakeholders consider how they can use language in the media to manage their impressions or how they can use language as a high-performance tool in their sporting context. He has worked with a number of professional clubs and national sports teams and athletes.



Workshop | **Getting  done: Workflows to enhance your productivity and time management**

Daniel Dauber, *Associate Professor Department of Applied Linguistics, Warwick University*

After finishing the doctoral program at the Vienna University of Economics and Business (WU), Daniel Dauber recently has become a faculty member of the Department for Applied Linguistics at University of Warwick. He finished his doctoral thesis 'Hybridization in Mergers and Acquisitions' in January 2011, where he investigated into the process of blending organisational cultures. Since October 2009 he is Executive Editor of the European Journal of Cross-Cultural Competence and Management (EJCCM).

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28 June 2021 | Workshop Speakers



Workshop | Publishing journal articles

Tony Liddicoat, *Professor and Director of Research, Department of Applied Linguistics, Warwick University*

My research spans a number of areas of applied linguistics including language education, language policy and planning and discourse analysis. Much of my work has focused on the relationship between intercultural understanding and language teaching and learning and the ways that learning a foreign language can promote intercultural capabilities. I am especially interested in understanding how classroom practices that look at the interrelationships between language and culture in the processes of making, communicating and interpreting meanings can enhance language education. I am also interested in how societies and institutions plan language education and what the consequences of this are teachers, students and the society at large.

My educational background is in descriptive and applied linguistics and I completed my PhD in Norman French dialects in the Department of French at the University of Melbourne. Since then the focus of my work has mainly been in applied linguistics. Before coming to the University of Warwick in 2016, I worked at a number of universities in Australia teaching in both linguistics and applied linguistics. In 1999, I was one of the founding editors of the journal *Current Issues in Language Planning*, and since 2014 I have been the Executive Editor.



Workshop | Doing public talks and academic conferences: Some experiences and useful advice

Sol Wolfers-Pommerenke, *Research Associate, Leuphana University of Lüneburg*

From 2017 to 2021 Sol conducted her PhD studies in Applied Linguistics at the University of Warwick. In her project she explored the discursive negotiation of team cohesion as an interactional process among members of a professional football team. She currently works as a research fellow at the Institute of English Studies at Leuphana University of Lüneburg. Sol's research interests include interactional sociolinguistics, team cohesion, gender relations, leadership practices, the multiple uses and functions of humour, and the discursive processes involved in identity construction. She has attended multiple conferences, given workshops and spoken on panels – absolutely loving the scholarly exchange.



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June

23rd Warwick International Conference in Applied Linguistics

29 June 2021 | Conference opening | **Ema Ushioda**



Ema Ushioda, *Professor and Head of Department, Department of Applied Linguistics, Warwick University*

I have been working in language education and language teacher education since 1982, and have taught in Japan, Ireland and the UK. I obtained my PhD in 1996 from Trinity College, Dublin, where I also coordinated a research-and-development project to set up institution-wide language programmes, and then pursued postdoctoral research funded by Atlantic Philanthropies to promote language learner autonomy in Irish secondary schools. This project involved designing and evaluating a version of the Council of Europe's European Language Portfolio. I moved to Warwick in 2002 where I have been teaching primarily on our MA and PhD courses. I became Director of Graduate Studies in 2013, before taking up the role of Head of Department in September 2018.

As a person of Japanese heritage born and raised in Ireland, I have had a longstanding interest in language, culture and identity, particularly in motivational perspectives on engaging with different languages and cultures. Much of my research revolves around issues of motivation and autonomy in language learning and their implications for classroom practice and teacher education. My preference is for qualitative methods of inquiry.

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9:00 10:30	Opening KEYNOTE	Conference opening Ema Ushioda , <i>Professor and Head of Department, Department of Applied Linguistics, Warwick University</i> Getting to grips with the “culture thing”: One pilgrim’s halting progress in social psychology Michael Harris Bond , <i>Chair Professor of Psychology, Faculty of Business, Hong Kong Polytechnic University</i>
10:45 12:15	English & other language(s) teaching and Discourse analysis	Maria Nagao English teachers of young learners in Japan: A discourse analytical study on identity construction Helena Wall Early years oracy assessment: Understanding how teachers assess pupils’ oracy through negotiation of interactional norms in the classroom Fatma Toköz Göktepe Language Teacher Identity Construction in Challenging Communities of Practice: A Case Study
	English & other language(s) teaching (II)	Matthew W. Turner Podcasting as Research in Language Teacher Development S. Anjana Krishna Enhancing Speaking Skills Using Podcasts that Assert Learners’ Transportable Identities Firdaus Shireen Can Multilingual Assessment Instrument for Narratives (MAIN) be used as a Part of Daily Classroom Pedagogical Practices: An Exploratory Study on Odia-English Bilingual Middle Schoolers
	Discourse analysis	Valentina Bartali The sociopragmatic dimension of language use and evaluations of linguistic behaviour. A cross-cultural investigation of Italian and British-English speakers. Hua Fan A Mixed-Method Study on the Correlation between Intercultural Communication Competence and Intercultural Pragmatic Competence of Chinese Overseas Students. Nor Hazila Mat Lazim Using discourse analysis to study how aided tools are used to make decisions in the treatment of depression
	Intercultural communication	Clytie Tian A qualitative study of Chinese-Kenyan relating experience in Chinese-owned companies operating in Kenya Puyu Ning Chinese apologies: a meta analysis Marta Sánchez Cócera Communicative dissonance and non-verbal language: a pragmatic study of young adults’ reactions and feelings to Turkish kinesics

23rd Warwick International Conference in Applied Linguistics

29 June 2021 | Keynote | **Michael Harris Bond**

Getting to grips with the “culture thing”: One pilgrim’s halting progress in social psychology



Abstract

For me, culture has always been the “magnum mysterium”, endlessly rich and enchanting in its polysemous manifestations, “an arch wherethro, Gleams that untravelled world, whose margin fades, For ever and for ever when I move” (Tennyson, Ulysses). In my version of the culture quest as a social psychologist, I have moved through four developmental stages, each associated with a questing mentor: 1. Aristotle – the eureka stage; 2. Mercator – the psychography stage; 3. Wundt - the idiocentric stage; 4. Bronfenbrenner – the systems stage.

Progression through these stages has brought me and the field of crosscultural psychology closer to the goal of understanding how an individual’s enculturation experience has interacted with his or her genetic endowment to produce the behavior characterizing that individual. I will describe these four stages as they emerged in my pilgrim’s progress, giving examples of my own research along the way, especially as it relates to issues of language and its interface with communication behavior. Finally, I will venture a futurescape for our scientific work in cross-cultural social psychology.

I hope that this story of my intellectual journey in culture will inspire listeners of this personal narrative to revision their approach to thinking about culture and studying topics of interest in language and social psychology.

Michael Harris Bond, *Chair Professor of Psychology, Faculty of Business, Hong Kong Polytechnic University*
Michael Harris Bond received his Bachelor’s honours degree from the University of Toronto in 1966 and a Ph.D. in social-personality psychology from Stanford University in 1970. His fundamental interest is in figuring out why we do what we do when and where we do it, and what are the long-term consequences of our actions. Bond has written on cultural differences in cognition, emotions, and behavior, most recently as co-author of *Understanding Social Psychology across Cultures* (Sage, 2013). At this late stage of his life, Bond aspires to continue swimming gracefully, eating judiciously, photographing truthfully, teaching effectively, writing clearly, and discovering the humor and the pathos hidden within our everyday moments.

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13:00 14:00	KEYNOTE	<p>The 'Horse's Mouth' and other fallacies: Insights from supervision and examining in the fields of language education and intercultural communication</p> <p>Trevor Grimshaw, Associate Professor in International Language Education, Language and Educational Practices (LEP) Research Cluster, University of Bath</p>
14:15 15:45	English & other language(s) teaching (I)	<p>Eloise Blaxall, Barbora Danková, James Haigh, Christina Hazell, Martha Watson "It opens my world when I cannot travel": Investigating language learning during Covid-19</p> <p>Hafez Alhammadeh Al Issa, Hazem Kairouz Stories of EFL Teachers at Public Schools in Kuwait During the Pandemic</p>
	English & other language(s) teaching (II)	<p>Jason Anderson Language teacher expertise in the Global South: A comparative case study of eight expert Indian teachers of English – early findings</p> <p>Akshay Kumar Crossing Boundaries of Marginalised Contexts towards Quality English Education- A Study of In-Service Teachers Overcoming Pedagogical Challenges through Sustainable Teaching Strategies</p> <p>Mythiri B Problems and Possibilities in Negotiating with Online teaching: An Indian Perspective of a Limited Resource 'Language Classroom'</p>
	Discourse analysis	<p>Cagla Karatepe Discourse and Prosodic Analysis of Sarcasm in a Humorous Context</p> <p>Kerry Miller Political-legal discursive strategies: the text-worlds in Brett Kavanaugh's refutation of the sexual assault allegation by Dr Christine Blasey Ford</p> <p>Clara Cantos Delgado "Hahahaha LOL XD" A pragma-linguistic study of the reactions to humorous opening gambits on Tinder</p>
	Intercultural communication	<p>Elena Talavera Escribano The Impact of Scattered Images on Workplace Well-being: An Identity Construction Perspective</p> <p>Ziad Almalki Perceptions of Complaints in CMC: A Cross-cultural Comparison between Saudi Arabic and British English</p> <p>Polina Kazantseva Two-Stage Framework of Intercultural Competence</p>

23rd Warwick International Conference in Applied Linguistics

29 June 2021 | Keynote | Trevor Grimshaw

The 'Horse's Mouth' and other fallacies: Insights from supervision and examining in the fields of language education and intercultural communication



Abstract

The completion of a masters dissertation or a doctoral viva are rites of passage that mark a person's induction into a professional-academic Community of Practice (CofP) (Wenger, 2002; Tummons, 2018). However, a variety of cultural myths and mis-projections circulate about the assessment of postgraduate research. In many ways these reflect the kind of struggles around identity, Othering and representation that are discussed in the field of intercultural communication research (Holliday, Hyde and Kullman, 2021).

In this keynote presentation I take a personal-professional retrospective on my two decades as a supervisor and examiner (internal and external) of postgraduate students, drawing on external examiner reports on masters programmes and the pre- and post-viva reports of doctoral examiners (all anonymised).

My conceptual framework is informed by 'classic' and recent research publications about the writing, supervision and examining of postgraduate dissertations and theses. It is also informed by recent research from the fields of intercultural and international education, including Zhang, Grimshaw and Shi (2021).

I conclude with some practical implications for postgraduate students, their supervisors and examiners.

Trevor Grimshaw, *Associate Professor in International Language Education, Language and Educational Practices (LEP) Research Cluster, University of Bath*

Trevor has worked for 35 years in the fields of English language education and intercultural learning, as a teacher, teacher educator, translator, lecturer, programme director, researcher and consultant in various countries. He established the MA TESOL at the University of Bath in 2007 and currently directs the MA in English as a Medium of Instruction (MA EMI) there. He spent several years working on British Council projects in China and Indonesia, from which he developed a continuing interest in the Asia Pacific region. He uses several languages in his personal and professional life.

<https://researchportal.bath.ac.uk/en/persons/trevor-grimshaw>

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	English & other language(s) teaching (I)	<p>Ana Sepúlveda Poblete Intercultural EFL teaching in multicultural classrooms in Santiago, Chile: An account of teachers' cognitions, perceptions and practices.</p> <p>Zhiming Yang Willingness to Communicate in English of Chinese overseas students</p> <p>Mohsen Moghaddam English language learning and challenges of integration among adult immigrants in Canada</p>
16:15 17:45	English & other language(s) teaching (II)	<p>Rym Boudjouada The Role of Induction Programs on Novice Teachers' Personal Development in Relation to their Retention and Quality Case Study of the Algerian Training</p> <p>Bochra Kouraichi Teachers' use of motivational strategies in the EFL classroom: a study of Hungarian high schools</p> <p>Hazem Kairouz, Hafez Alhammadeh Al Issa Instructors' Challenges and Coping Strategies in English Medium Instruction Classes</p>
	Intercultural communication	<p>Sid Ali Selama Intercultural Learning, Critical Thinking and Learner Autonomy in My Book of English Middle School Year Four</p> <p>Albachiara De Cola, Francesca D'Acerno Crossing boundaries enjoying your minds: A case study</p> <p>Jiejun Chen Ritual Code-switching - A Case Study of the Minnan Dialect and Mandarin Chinese</p>
18:00 19:00	Workshop	<p>How can we build rapport and trust in a virtual and multicultural team</p> <p>Seiji Nakano, <i>Director, WorldWork Ltd</i></p> <p>Gabriela Weglowska, <i>Learning Solutions Designer & Marketing Executive, WorldWork Ltd</i></p>

23rd Warwick International Conference in Applied Linguistics

29 June 2021 | Workshop

How can we build rapport and trust in a virtual and multicultural team

Humans are adaptable. After a year in lockdown, we now have hybrid-learning and hybrid-working models, but it has been challenging to deal with the new demands the covid-19 has been making on individuals and organisations, particularly with regards to building rapport and trust. In fact, trust is harder to establish and easier to lose when working virtually. And if that wasn't hard enough, working in multicultural teams adds to the complexities. So, how can we effectively build rapport and trust in a virtual and multicultural team? What factors build and break rapport and trust in such teams? How can we convert our intercultural knowledge into trust-building behaviours? In this engaging session, Seiji & Gabriela from WorldWork Ltd will share a case study of their own, multicultural team as it moved from face-to-face to a virtual working environment, and offer answers to the above questions based on their own experiences.



Seiji Nakano is a Director at WorldWork Ltd, digital learning specialist, intercultural trainer and IT entrepreneur with a focus on seeking a better way to connect people, cultures and technologies. After living outside of Japan for 10 years and obtaining an MA in Intercultural Communication, he decided to experiment, becoming a Japanese salaryman himself in order to observe and analyse the deeply rooted distinctive culture. Seiji has worked as IT consultant, HR Manager and now designs and develops solutions for international competencies and global leadership, as well as coaches and trains individuals in diverse fields.



Gabriela Weglowska is a learning & development professional with a focus on intercultural competence training, consulting and coaching. She designs learning with neuroscience in mind, develops solutions for global clients and coaches new interculturalists in their career development. She holds an MA in Intercultural Business Communication and a CIPD diploma in Learning & Development. She currently works at WorldWork Ltd as Learning Solutions Designer & Marketing Executive, and serves on the SIETAR UK Board as Professional Development Director.

The image features three overlapping, diagonal brush strokes in the upper left quadrant. The top stroke is grey, the middle is teal, and the bottom is yellow. The text '30' is positioned over the yellow stroke.

30

June

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	English & other language(s) teaching	<p>Sreelekshmi Pillai A methodological comparison between concurrent think aloud, retrospective think aloud and stimulated recall: An inspection into ESL teacher's reading comprehension task creation</p> <p>Puput Arfiandhani Exploring Pre-Service English Language Teachers' Grit</p> <p>Aicha Rahal Critical Discourse Analysis of the Results of Previous Studies on Tunisians' Perception Regarding Language Policy and the Status of English</p>
7:00 8:30	English & other language(s) and Intercultural communication	<p>Winnie Wai Lan Shum Designing Teaching Materials for Intercultural Interaction Learning: The Role of Conversation Analysis (CA)</p> <p>Nur Yacob Global competence among ESL teachers: A conceptual paper</p> <p>Tsung-Hung Su Crossing Boundaries: Confucius Discourse Pedagogy and Politeness Theory for Intercultural Communication in the Taiwanese Collaborative Mandarin Classroom Assessment</p>
	Discourse analysis	<p>Shupei Ni "Nelson (the cat) on znayet run!" Joint-fantasizing as relational practice in streamer-audience interactions</p> <p>Mimoe ligo Commodification of Diversity as Discourse Strategies in Japan: A Comparative Multimodal Critical Discourse Analysis on Two Video Advertisements</p> <p>Andrea Rodríguez Interactional co-construction and interpersonal management of complaints in Spanish phone conversations between friends and relatives</p>
9:30 10:30	KEYNOTE	<p>Cross-cultural politeness research – new research vistas</p> <p>Dániel Z. Kádár, <i>Chair Professor, Doctoral Supervisor and Director of Center of Pragmatics Research, Dalian University of Foreign Languages, China; Research Professor and Chair of Hungarian Academy of Sciences Research Group, Research Institute for Linguistics, Hungary</i></p>

23rd Warwick International Conference in Applied Linguistics

30 June 2021 | Keynote | **Dániel Z. Kádár**

Cross-cultural politeness research – new research vistas



Abstract

In this talk I will discuss why relying on an essentially language anchored and bottom-up cross-cultural pragmatic framework is fundamental in intercultural pragmatic inquiries. First, I will introduce the cross-cultural pragmatic framework of Juliane House and myself (see Kadar and House, 2021). I will argue that operationalising this framework together with intercultural theories, such as Spencer-Oatey and Kadar (2020), enables the researcher to approach language use from a pragmalinguistic angle, i.e. by relying on language evidence only. Secondly, I will illustrate the use of this framework by drawing a case study of an intercultural diplomatic clash.

Dániel Z. Kádár (D.Litt, FHEA, PhD), *Chair Professor, Doctoral Supervisor and Director of Center of Pragmatics Research, Dalian University of Foreign Languages, China; Research Professor and Chair of Hungarian Academy of Sciences Research Group, Research Institute for Linguistics, Hungary*

Daniel Z. Kadar (D.Litt, FHEA, PhD) is Chair Professor, Doctoral Supervisor and Director of Center of Pragmatics Research at the Dalian University of Foreign Languages, China. He is also a Research Professor and Chair of Hungarian Academy of Sciences Research Group at the Research Institute for Linguistics, Hungary. Daniel spent many years in China, he has a Japanese family and a global work experience, and he is currently 'commuting' between China and his native Hungary. Because of this, he is fascinated by intercultural communication. He is currently working on cross-cultural pragmatic research by means of which intercultural encounters can be analysed in a strictly linguistics-anchored fashion. He is author of 25 books published by leading academic publishers, and many research papers published in international journals. His most recent books include *Intercultural Politeness: Managing Relationships across Cultures* (with Helen Spencer-Oatey, Cambridge University Press, 2020) and *Cross-Cultural Pragmatics* (with Juliane House, Cambridge University Press, 2021). He is Co-Editor of *Contrastive Pragmatics: A Cross-Disciplinary Journal* (www.brill.com/jocp)

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10:45 12:15	English & other language(s) teaching (I)	Reza Fallah Using the Conceptual Metaphor Perspective as a pedagogical approach to teaching English phrasal verbs Chelsy Selvan Teachers' beliefs on translanguaging practices: A study on in-service teachers in India Thatha Molli Using semantic frames to enhance comprehension and retention of vocabulary of ESL learners
	English & other language(s) teaching (II)	Komila Tangirova A collaborative action research to build a specialised corpus for developing ESP teaching materials: insights from the pilot study Xuechun Huang An analysis of cultural contents in new concept English Book 4 from the perspective of English as a Lingua Franca Yi Zhang Disagreement in Chinese college English textbooks: ELT textbook development and use
	Discourse analysis	Yesim Kakalic Shifting Notions of Otherness - Identity Construction of German-Turkish Descendants in Germany Ulrike Thumberger The construction of national identity in pop songs Thomas Hammond Trends in obligation: COVID-19 and deontic modality
	Intercultural communication	Azar Tajabadi Motivations for intercultural learning: Applying an Activity Theory perspective at an institutional level Dammu Betty Beaulah Fostering Intercultural Competence among Telangana Engineering Students amid Pandemic Odirin Abonyi Interrogating the Bildungsroman in Female Genocide Narratives: the Janus-Diasporic Character
13:00 14:00	KEYNOTE	Formatting (small) stories on social media: A discourse analysis of platformed storytelling Alexandra Georgakopoulou , <i>Professor of Discourse Analysis & Sociolinguistics, King's College London</i>

23rd Warwick International Conference in Applied Linguistics

30 June 2021 | Keynote | **Alexandra Georgakopoulou**

Formatting (small) stories on social media: A discourse analysis of platformed storytelling



Abstract

Small stories research has recently been extended in my work as a paradigm for critically interrogating the current storytelling boom on social media, which includes the design of stories as specific features on a range of platforms. This algorithmic engineering of stories which integrates them into the spatial architecture of platform affordances has led to the hugely popular feature of Stories on Snapchat and Instagram (also Facebook and Weibo): sharing through Stories has now overtaken sharing through feeds. In this talk, I show a methodological and analytical way of studying such designed stories, underpinned by a technographic perspective that tracks media affordances, discourses about stories as features, and communicative practices. This approach documents the formatting of stories, that is, the recognisability and normativity of their ways of telling on the basis of identifying specific directives (cf. preferential conditions, prompts) by platforms to users for how and what kind of stories to share. I specifically focus on the identified directive of authenticity in the storytellers' self-presentation.

Alexandra Georgakopoulou, *Professor of Discourse Analysis & Sociolinguistics, King's College London*

Alex Georgakopoulou is Professor of Discourse Analysis & Sociolinguistics at King's College London. She has developed small stories research, a paradigm for studying identities in everyday life stories. Her latest publications include: 'Quantified storytelling: A narrative analysis of metrics on social media' (with Stefan Iversen & Carsten Stage, 2020, Palgrave) and 'The Cambridge Handbook of Discourse Studies' (co-edited with Anna De Fina, 2020, CUP).

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