



# **24<sup>th</sup> WICAL TRANSCENDING DIALOGUES**

28-30 June 2022 | Online

---

**SINCE 1997**

**24<sup>th</sup> Warwick International Conference  
in Applied Linguistics, University of Warwick**

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

## Joining instructions

**Sessions:** All keynotes, workshops, and presentations are held on Microsoft Teams, in five virtual rooms (main, parallel 1, 2, 3, and 4). Please note, all the times are given in British Summer Time. We kindly ask you to join sessions on time. You can join each session by clicking 'Join' provided in the following pages. Here is also the link summary for all sessions.

Main Room (for Opening, All Workshops and Keynotes, Closing)

Parallel Room 1

Parallel Room 2

Parallel Room 3

Parallel Room 4

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. Please do check our networking 'User Guide' at the end this booklet. 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.

**Abstracts Booklet:** You can find the full Abstracts Booklet on our website.

# Welcome note

by **Ema Ushioda,**

**the Head of Department, Applied Linguistics**



As Head of the Department of Applied Linguistics at Warwick, I wish to extend a very warm welcome to everyone participating in our 24th Warwick International Conference in Applied Linguistics! Following the tremendous success of our first online WICAL conference last year, we have embraced the opportunity once again for global, borderless, accessible, and inclusive academic interactions in a virtual environment, which has been one of the real positives to have come out of the worldwide pandemic ... and which is better for the planet too, however much we may want to travel around the world again to (re-)connect with people in person. We hope that this virtual conference space will facilitate vibrant discussion, interaction, and networking, in keeping with this year's theme of 'Transcending Dialogues' within and beyond our interdisciplinary field of applied linguistics.

For those new to WICAL (and even for old-timers), it's worth noting that this has always been a 'conference by students for students'. It is organised entirely by a committee of postgraduate students in Applied Linguistics at Warwick, and the conference is intended for student researchers to showcase their work and engage with peers and with experts in their field. This year's organising committee have put together a rich programme of keynote talks, parallel session tracks, workshops, and research clinics, attracting a diverse international mix of presenters and attendees. I would like to thank the members of the organising committee for their tremendous hard work, and to thank our distinguished keynote speakers for kindly accepting the invitation to contribute to our 24th WICAL conference.

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

# Welcome note

## by the 24<sup>th</sup> WICAL Organising Committee

Dear attendees,

Welcome to the 24th Warwick International Conference in Applied Linguistics! We hope you are as excited as us about the upcoming WICAL this year, organised by 'students and for students'.

Among many "firsts", this is WICAL's first time accommodating over 90 presenters from around the world. We would like to express our great appreciation to all our student presenters for your interest, support, enthusiasm and patience. It is our pleasure to witness with you the growth and diversification of the online conference. We, as its organising committee, are proud to host the biggest WICAL in history. Building on the previous year's theme 'Crossing Boundaries', WICAL this year looks forward to creative interpretations of 'Transcending Dialogues'. By this special theme, we hope to not only encourage developing connection in-between the existing parts, but also provide a dialogical space for participants to create new dialogues, transcend the existing paradigms and redefine the established boundaries. In this three-day conference, we aim to strike thought-provoking dialogues with participants from diverse academic, cultural, and linguistic backgrounds, and making WICAL an impactful event in our own ways.

We would like to thank our four internationally renowned keynote speakers for joining us this year! It is an absolute fortune to have them sharing research that covers WICAL's three core tracks: Language Teaching and Learning, Discourse Analysis, and Intercultural Communication. We also sincerely appreciate the three practical workshops kindly provided by the three speakers from Warwick. Last but not least, a deep gratitude goes to every WICAL committee member, the staff of the Department of Applied Linguistics, the Department Advisor Dr. Daniel Dauber, and whoever has contributed one way or another.

We wish you all few days of fulfillment, camaraderie, and fun at WICAL.

**24<sup>th</sup> WICAL Organising Committee**

# 24<sup>th</sup> WICAL Organising Committee



**Junjie Li**, *Co-Chair*  
*MPhil/PhD in ELT and*  
*Applied Linguistics*



**Yvette Wang**, *Co-Chair*  
*MPhil/PhD in ELT and*  
*Applied Linguistics*



**Zi Wang**,  
*Registration & Submission*  
*PhD in ELT and Applied Linguistics*



**Yanyan Li**,  
*Registration & Submission*  
*PhD in Applied Linguistics*



**Kefan Wang**, *Promotion*  
*MA TESOL*



**Weijia Chen**, *Liaison*  
*MA TESOL*



**Marianna Slutskaya**,  
*Web Design*  
*PhD in*  
*Intercultural Communication*



**Oz Ozinanir**, *Promotion*  
*MPhil/PhD in*  
*Applied Linguistics*



**Elena Talavera Escribano**,  
*Promotion*  
*PhD in*  
*Intercultural Communication*



**Meifang Zhuo**, *Liaison*  
*PhD in*  
*ELT and Applied Linguistics*



**Clytie Tian**, *Finance*  
*PhD in*  
*Intercultural Communication*



**Daniel Dauber**,  
*Department Advisor*  
*Associate Professor*



**Day 1: 28<sup>th</sup> June**

---

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 1: 28 June 2022 | Online

8:30	Opening (main room)	<b>Conference opening</b> <a href="#">Prof. Ema Ushioda</a> , <i>Professor and Head of Department, Department of Applied Linguistics, Warwick University</i> & <a href="#">WICAL Committee</a>
8:50	Workshop (main room)	<b>'You look too happy to be a PhD student' — Some autoethnographic reflections</b> <a href="#">Dr. Wang Zi</a> , <i>Internationalisation Coordinator in Student Opportunity, University of Warwick</i>
10:20		
10:40	Workshop (main room)	<b>Supporting teachers to research their classrooms</b> <a href="#">Prof. Richard Smith</a> , <i>Professor at the Department of Applied Linguistics, University of Warwick</i>
12:10	Lunch Break (Wonder room)	Speed networking
13:00	Workshop (main room)	<b>Some complex ethical issues when working with participants under 18 years of age</b> <a href="#">Dr. Annamaria Pinter</a> , <i>Reader at the Department of Applied Linguistics, University of Warwick</i>
14:30		
14:50	Language Teaching and Learning (parallel, room 1)	<b>Xiaofang Lu</b>   Pre-service Language Teacher Identity Construction in Practice and in Discourse <b>Meifang Zhuo</b>   A qualitative exploration of a workshop-based plan of teacher development for English language teaching professionals in China <b>Bochra Kouraichi</b>   Estonian Students' LOTE Motivation
	Discourse Analysis (parallel, room 2)	<b>Kerrilyn Jackson</b>   Death row final statements: a move-based account with consideration of grammatical and pragmatic features <b>Xiaohong Hu</b>   A Genre-Based Analysis of Move-Step Structure of Introduction in Master's Theses <b>Zhiyi Liu</b>   (Co-)constructing an adult child's/older sister's identities: Membership categorization analysis of Chinese-Australian family talk
16:30		

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 1: 28 June 2022 | Online

14:50

Language Teaching and Learning (parallel, room 3)

**Zhiming Yang** | How Communication Strategies Influence Chinese Overseas Undergraduates' Willingness to Communicate and Anxiety.  
**Yiyang Yang** | The efficacy of corpus-based error resolution on EAP writing development in a classroom-based tertiary FL context in China.  
**Samira Khodadadi** | Multimodality in online classrooms: Effects on students' behavioral engagement

16:30

Intercultural Communication (parallel, room 4)

**Angelina Barbasheva** | Approaches to creating linguistic inclusivity for people with non-binary and transgender identities  
**Chen Jialu** | An Empirical Analysis of Formulaic Expressions in ELF—Taking Body Parts Vocabulary as Examples  
**Nour Elhouda Souleh** | Nour Elhouda Souleh: Stand-up Comedy as a Subversive Site for Learning

16:50

Language Teaching and Learning (parallel, room 1)

**Aidana Kuanyskalyeva** | Writing is the most complicated skill for ESL learners, and how can it be improved  
**Amirhossein Mohammadi Meshgini** | The Effect of Web-based Interventionist Dynamic Assessment on Iranian EFL Learners' Writing Fluency

Discourse Analysis (parallel, room 2)

**Zhen Yang** | Refugee Narratives: World University Service's Ethiopian and Eritrean Scholarship Programmes in the Light of Current Practice  
**Alex Christiansen** | Social Media, Imagery and Text: A Corpus-based Multimodal Discourse Analysis of Inauthentic Twitter Users (cancelled)

Language Teaching and Learning (parallel, room 3)

**Yimei Mi** | Research on the impact of having native English speaker teachers in Chinese kindergarten from the perspectives of teachers and parents  
**Ting SU** | Student Teachers' Application of the CLT Approach During Teacher Practicum in Mainland China-Through the Lens of Transfer Climate

18:00

Discourse Analysis (parallel, room 4)

**Ju WAN** | A Study on English-Chinese Translation of Forensic Shakespeare from the Perspective of Logic Translation Theory  
**Jilan Wei** | Who knows better: Corpus-assisted discourse analysis of 'I know' in the UK government announcements during the pandemic



The background features a complex pattern of thin, overlapping wavy lines in shades of blue and purple. Scattered throughout are various sized circles in light blue, orange, grey, yellow, and purple. A horizontal bar with segments of blue, orange, grey, and yellow is positioned below the main text.

**Day 2: 29<sup>th</sup> June**

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 2: 29 June 2022 | Online

8:00

Language Teaching and Learning (parallel, room 1)

**Ranwa Khorshed** | Globalization & the Spread of English In Arab Societies: Syrian EFL students' Development of integrative motivation  
**Jerry XIN** | Teacher-Researcher Collaboration on EFL Reading Materials Development: A Case in China  
**Leviana Vinanda** | Investigating the strategies to incorporate a telecollaboration programme in an ELT classroom for adolescent learners

Discourse Analysis (parallel, room 2)

**Bahareh Malmir** | A Discursive Analysis of the Media Compensating Strategies towards the Stereotypical Representation of Islam and Muslims: A Critical Discourse Analysis  
**Katherine Hallin** | Leader Trait Analysis in Russian: Translation and Coding

Language Teaching and Learning (parallel, room 3)

**Guangxiang Liu** | Inequality reproduction or habitus transformation? A Bourdieusian take on digital literacies of Chinese rural lower-class learners  
**Hanzhao Lin** | "Don't call me teacher. I am just a student" EFL Visiting Scholar's Identities in Higher Education Teacher Development Program.  
**Maha Alhejji** | Motivating language teachers through continuing professional development

Intercultural Communication (parallel, room 4)

**Sundeep Dhillon** | An exploration of the experiences of English for Academic Purposes (EAP) teachers working in the Chinese higher education (HE) context  
**Esperanza Espino** | Sexting among adolescents: a new way of communicating sexuality - do boys and girls have the same risks  
**Alice Richardson** | Interpreting and the asylum process

9:40

10:00

Keynote (main room)

**Climbing and descending the 'impossible stairs' of critical research on intercultural communication**

[Prof. Fred Dervin](#), *Professor of Multicultural Education, University of Helsinki*

11:10

11:30

Language Teaching and Learning (parallel, room 1)

**Daniela Avello** | Vocabulary learning through captioned-video viewing: The role of word-related factors  
**Yue Zhang** | Understanding Language Learning Motivation and Investment: A case study of EFL Pre-service Teachers in China  
**Weizhao Gong** | Chinese EFL Children's views on reading digital storybooks on Palfish App

Discourse Analysis (parallel, room 2)

**Yanran Zhang** | Television discourse: Analysing multimodal language in the Chinese child-directed and adult-directed broadcasting  
**Yang Liu** | Navigating China's Identity in Combating COVID-19: A Critical Discourse Analysis of Chinese and Western Officials' Tweets  
**Ziqi Wang, Jinyang Chen, & Helin Li** | The Biased Representation of Female in Chinese Murder Headlines in the Social Platform of Sina Weibo (MicroBlog)

13:10

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 2: 29 June 2022 | Online

11:30

Language Teaching and Learning (parallel, room 3)

**Azadeh Emadi & Shaghayegh Hosseini** | Incorporation of digital literacies in the design of global ELT coursebooks  
**Qiuxin Zhang** | Language Mindset and Emotion Regulation Strategy Use: Relationships to Undergraduates' Language Achievement in China  
**Qin He** | The Roles of Verb Semantics, Entrenchment and Preemption in Chinese EFL Learners' Retreat from English Locative Overgeneralization Errors

Discourse Analysis (parallel, room 4)

**Dongyu Zhang, Xintong Yao, & Kesi Huang** | Biased Gender Representation in Chinese High School EFL Textbooks  
**Sameya Priom** | Language Alternation as a Scaffolding strategy in EMI Classrooms  
**Abigail LaLiberte** | A Corpus Analysis of Queer as a Slur Discourse on Tumblr

13:10

14:00

Lunch break (Wonder room)

Speed networking

14:00

Language Teaching and Learning (parallel, room 1: moderator)

**Yuhua Liu** | Comparing Computer-based and Paper-based Rating Modes in an English Writing Test  
**Chenyu Yang** | Does No-Revision Indicate No Engagement? —A Multiple Case Study on Learners' No-Revision Operation with Written Feedback in EFL Writing  
**Fatemeh kazemkhah** | Coping Strategies for Navigating Technostress During the COVID-19 Pandemic: Voices from Iranian EFL Teachers

Discourse Analysis (parallel, room 2)

**Helena Wall** | Exploring child agency in the negotiation of interactional norms in the primary school classroom  
**Priya Prithiviraj** | Narrative macrostructure abilities in bilingual Malayalam-English children: a cross-language comparison  
**Yiqian Cai** | Analyzing the Phenomenon of English-Chinese Intransitive Verbs with Objects

Language Teaching and Learning (parallel, room 3)

**Tianai Zhang** | Post-Pandemic Era: Students' Online Collaboration in Group Writing Tasks  
**Shambhavi Singh** | Professional development needs of ESL teachers working in tribal schools in India  
**Wenli Liu** | Perspectives of EFL Teachers in China on Schoolscapes: Perceptions and Practices

Discourse Analysis (parallel, room 4)

**Qin Fan** | Discursive value creation of sustainable fashion in Shanghai: A case study of 'klee klee'  
**Jiaying Zhang** | A self-paced reading task: Investigating the impact of code-switching on text comprehension among bilingual students  
**Vincent Wai Sum Tse & Alan Man Him Wong** | "The one and only in the industry": Ostentatious enactment of elitism in celebrity tutors' biographies

15:40

16:00

17:10

Keynote (main room)

**Language education and symbolic power: Dialogic perspectives**  
[Prof. Claire Kramsch](#), Emerita Professor of German and Affiliate Professor of Education, University of California, Berkeley

The background features a complex pattern of thin, overlapping wavy lines in shades of blue and purple. Scattered throughout are various sized circles in light blue, orange, grey, yellow, and purple. A horizontal bar with four colored segments (blue, orange, grey, yellow) is positioned below the main text.

**Day 3: 30<sup>th</sup> June**

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 3: 30 June 2022 | Online

8:00	Keynote (main room)	<p><b>Resemiotization – an organizational semiotic approach</b>  <a href="#">Prof. Theo van Leeuwen</a>, <i>Professor of Language and Communication, University of Southern Denmark</i></p>
9:10		
9:30	Language Teaching and Learning (parallel, room 1)	<p><b>Somayeh Damirchi</b>   The Effect of Jigsaw Reading Tasks on the Use of Cohesive Devices in Intermediate EFL Learners' Writing  <b>Xingyu Shi</b>   The Incidental Learning of Formulaic Sequences through Different Listening Modes  <b>Maricarmen Gamero Mujica</b>   Silence in Synchronous video-mediated language teaching: Teachers' Reactions and Responses</p>
	Discourse Analysis (parallel, room 2)	<p><b>Jiaxin Zhang</b>   A Study on Intercultural Communication Competence of MTI Students in the New Era  <b>Anita Beatrice Appartaim</b>   Ghanaian tertiary students' attitudes to accent of English in broadcasting and social media  <b>Yuqing Yang</b>   On the English Translation of Color Words in Du Fu's Poetry from the Perspective of Relevance Theory</p>
	Language Teaching and Learning (parallel, room 3)	<p><b>Jinwen Guo</b>   Advanced EFL Learners' Exemplar-based and Rule-based Processing Modes of Chunks via Reading News Text  <b>Jing ZHOU</b>   The use of gestures in classroom teaching : A comparison of expert and novice EFL teachers  <b>Simin Ren</b>   The Knowledge Exchange Process and Multimodal Speech Exchange System between Two Human L2 learners and a Digital System in a Technology-Mediated Real-World Language Learning Context</p>
	Intercultural Communication (parallel, room 4)	<p><b>Yesim Kakalic</b>   'I don't want to get integrated!' Exploring the identification processes of offspring from Turkish German families against the background of mainstream discourses of social integration  <b>Wenrui Shi</b>   A Contrastive Study of Chinese and American Condemning in Politics – A Speech Act?  <b>Hongling Song</b>   Translating the Language of Tourism. A Corpus Based Study on the Translational Tourism Chinese Corpus in Iceland</p>
11:10		
11:30	Language Teaching and Learning (parallel, room 1)	<p><b>Siyng Shen</b>   The Motivation for Learning Mandarin Chinese as a Heritage and Non-Heritage Language in UK Higher Education  <b>Samaneh Lahuti &amp; Dr Zari Saedi</b>   The Large/Small Group Discussion Technique in an Online English Speaking Course During the Covid-19: A Scrutiny of Learners' Perspective  <b>Xueying Feng</b>   Research on the questions of novice TCFL teachers in one-to-one online teaching</p>
	Language Teaching and Learning (parallel, room 2)	<p><b>Narges Seydi</b>   Exploring the relationship between Emotional Intelligence and EFL Teacher Effectiveness: The mediating role of Teacher reflection  <b>Turaj Rahimi</b>   Iranian EFL Teachers' Attitudes towards and Strategies for Developing Autonomy in Young Learners  <b>Nusrat Gulzar</b>   Exploring the nature and role of the online MA ELT practicum in preparing student-teachers during the pandemic: data from a qualitative case study</p>
13:10		

# 24<sup>th</sup> WICAL

## TRANSCENDING DIALOGUES

DAY 3: 30 June 2022 | Online

11:30

Language Teaching and Learning (parallel, room 3)

**Yumna Aly** | Blogging for Teacher Development: A Pioneering Practice of Metacognitive and Transactive Talk  
**Winnie Wai Lan Shum** | A Preliminary Analysis: The Effects of Conversation Analysis (CA) on Students' Learning of Intercultural Interactional Skills  
**Diana Diaz** | An investigation into the in-class emotions of non-English-specialist Colombian primary school teachers who teach English

Language Teaching and Learning (parallel, room 4)

**Sachin Wanniarachchi** | Understanding the Relationship between the Absence of Intercultural Education in Monastic Education and the Failure of Ethnic Reconciliation in Sri Lanka  
**Muhammed Vefa** | Measuring the Levels of Burnout among the Displaced EFL and Non-EFL Syrian Teachers in Turkish Context and Liberated Areas of Syrian Context during the Post-Pandemic Era  
**Yizhuo Zhang** | Chinese EFL Learners' Acquisition of English Relative Clauses: A Corpus-based Study

13:10

13:10

Lunch break (Wonder room)

Speed networking

14:00

14:00

Keynote (main room)

**Transcending dialogues in language teacher development: Exploring practices for wellbeing and quality of life**  
[Dr. Judith Hanks](#), Associate Professor in Language Education, University of Leeds

15:10

15:30

Language Teaching and Learning (parallel, room 1)

**Farbod Farahandouz** | Multimodal cues in corrective feedback: the case of French as a foreign language classroom  
**Ha Nguyen** | An Investigation of the Effects of Corpus of Contemporary American English on EFL Writing Self-Correction  
**Veronika Derecskey** | Causes of EFL teacher demotivation in Hungary

Language Teaching and Learning (parallel, room 2)

**Jun Jiang** | The Comprehension and Production of English NP+VP+NP+AP Resultative Constructions by Chinese L2 English Learners — A study of dynamic usage-based models  
**Shuang Xu** | Translanguaging in English Major's Online Grammar Classrooms: A Multimodal Ethnographic Study  
**Hoi Yat Daniel Pun** | English Public Exams, Tutorial Classes, and Inequality: an investigation of small-scale English tutorial classes in Hong Kong

Language Teaching and Learning (parallel, room 3)

**Roghayeh Pourbahram** | University Students' Perceptions of Assessment Practices: Insights from TestTaking Narratives  
**Mahshid Kkamareh & Mohsen Shirazizadeh** | L2 Writing Efficacy among Iranian English Majors: Do Gender, University Degree and Teaching Experience Make a Difference?

Language Teaching and Learning (parallel, room 4)

**Yuki Komiya** | Spectral and durational features of Japanese-native learners' English vowel production: A corpus-based acoustic analysis  
**Hoang Huynh** | Rethinking the roles of silence and dialogue during non-formal online English speaking practice amidst the COVID-19 pandemic: A phenomenological autoethnography approach

17:20

Closing (main room)

[WICAL Committee](#)

# WICAL Wonder Space User Guide

## Section 1: Survival Package

First of all, welcome everyone to our networking space! Please feel free to introduce or re-introduce yourself to your fellow attendees.

If you feel a bit shy to start a conversation, feel free to use the following prompts as a starting point:

¶ **Proposed, feel free to adapt or use your own prompts.** 😊

**Step 1: Self-introduction of networking participants**

**Step 2: Guided discussion/talk - possible questions:**

- Talk about one of the three keywords for “I want to have a dialogue about \_\_\_\_”.  
What is the story behind the word that you want to share with us? It can be either academic or non-academic. It doesn't have to be the same as what's written in the registration form.
- Share your recent dialogue. Whom did you dialogue with? What did you dialogue about? How do you feel about the dialogue? It can be either academic or non-academic.
- What is the strangest thing about what you do/research? Think of it from an outsider's perspective

# WICAL Wonder Space User Guide

## Section 2: Social rules (reinforced by the Icebreaker Committee)

**Social rule 1: Silence is strongly prohibited unless the following conditions are met:**

- you are listening 🗣️;
- you are in deeeeeep, deeeeeep thoughts 🗨️;

when you just can't think of anything else to say (like literally 🙊...)

**Social rule 2: You are strongly advised to follow each other's professional account unless the following conditions are met:**

- You are certain of something being evil 😈;
- Your network is too big to have one more contact 🌐;
- Any other reason that you can think of... 🙈

**Social rule 3: You are strongly advised to discuss and exchange research ideas unless the following conditions are met:**

- Copyright issues ©;
- You are certain the other person is going to steal your ideas 🙊;
- You are afraid of being too inspirational 💡.