This presentation is intended to describe a major paradigm shift in L2 motivation research that is currently taking place. Language learners’ attitudes and motivation have traditionally been measured by means of quantitative methods, typically using large-scale questionnaire surveys. This approach was appropriate to take representative samples of the language attitudes of whole speech communities, thus allowing for some broad generalisations about, say, “the motivation of Francophone Canadians learning English”. The problem with this approach has been, however, that it was less useful when L2 motivation was studied in a more narrowly defined learning environment, for example in a classroom setting. On the one hand, the inherently small learner group sizes have often made statistical analyses problematic, on the other hand, one-off questionnaire surveys were not appropriate to provide information about the fluctuation and evolution of motivation. Because of these considerations, there has been a recent call on the part of several researchers to adopt new research methods in the study of L2 motivation, for example various qualitative/ethnographic techniques such as interviews and case studies, as well as combined qualitative-quantitative paradigms (i.e. ‘mixed methods studies’). In this presentation I will describe several such innovative attempts as well as the kind of answers that these methods can provide.
The traditional view of the paragraph is that it is a structural unit (Becker, 1965; Young & Becker, 1965; Irmscher et al. 1966; Koen, Becker & Young, 1969; Christensen, 1965, Longacre 1979, Warner 1979), not necessarily as a level above the sentence but with its own internal organisation all the same. According to this view, paragraphs are characterised by a topic sentence, which then gets elaborated and narrowed down. The topic sentence can be identified in terms of its propositional content and also in terms of a shift in focus from one set of content to another (Clark 1970; Schell 1970; D’Angelo 1986). Language teaching courses have for some years assumed the existence of the topic sentence as an established fact, though the evidence in support of such a notion is surprisingly thin. This paper draws on two kinds of evidence in its exploration of the nature of paragraphing (and in its exposure of some abiding myths about the nature of the paragraph and the existence of the topic sentence). For the most part, we draw upon findings from corpus linguistic analysis and most of the paper is accordingly dedicated to a detailed account of the way different types of wording contribute to paragraphing decisions, based on statistical probabilities. But we also make use of two modest paragraphing experiments, involving 72 native speakers (36 in each). We conclude that the topic sentence does not exist and that paragraphing decisions have a much more exciting and theory-challenging explanation.
An Initial Analysis of Cultural Issues in Some Short Stories
Texts Presented to Pakistani Learners

Jabreel Asghar
University of Warwick

This paper presents an overview of critical discourse analysis of literature in a Pakistani textbook at intermediate level. The contents of the book consist of short stories written by western authors and some English translations of Urdu Short stories. The analysis focuses on the cultural differences between the stories written in western background and Pakistani background. The analysis aims at discussing how far the cultural knowledge plays a role in making the texts accessible to the Pakistani learners at this level. The analysis draws on four perspectives: The cultural familiarity of learners with the texts; Issues of poverty and religion; the role of the editor-critics; the role of comprehension questions followed by each story. So far the analysis reflects some marked cultural differences in term of gender roles between the western and Pakistani context. The analysis also draws on the issues arisen from poverty. In the Pakistani context problems from poverty are more concerned with the survival issues. The role of religion is deeper and more reflective in the Pakistani context as compared to western context where religion is more related with the ethical side of life.
How Are Cultural Values Manifested In Libyan Communication Styles?

Jalal Ali Belshek
Newcastle University

Cultural tendencies have an effect on communication styles and influence senses of ‘individualism’, ‘collectivism’, ‘self-construals’ and ‘values’. In this study, it is hypothesised that cultural individualism and collectivism, self-construals and values have particular effects on Libyan styles of communication; that is, the more collectivistic values Libyans are inclined to have, the more interdependent their self-construals are likely to be; consequently, the more high-context (HC) communication styles they tend to use in interaction with others; and visa versa. It is also hypothesised that the predominant communication style of Libyans tends to be HC. To test those hypotheses, certain sets of open and closed questions were employed in relation to vignettes. The questionnaire has been guided by my main research questions; and this was developed from themes and questions following Gudykunst et al.’s (1996) study (to measure: low and high-context styles of communication, self-construals and values). A random sample strategy was employed through a self-administered web-based questionnaire to gather data from postgraduate Libyan students in the UK. The presentation follows each stage of the data collection process as well as discussing some of the main issues to emerge from the data.
A Close Look at the Use of Pocket Electronic Dictionaries: 
Research Methodological Considerations

Atipat Boonmoh
University of Warwick

The aims of my PhD study are to investigate how students actually use pocket electronic dictionaries (PEDs) for reading as well as how teachers can teach PED skills to their students.

A first few steps toward supporting teachers who want to help their students in this way are to identify some basic characteristics of PEDs on sale in Thailand, and explore the dictionary using habits of their students. However, the teachers may not be able to teach the skills if they do not know ‘exactly what … students are doing with their dictionaries, what they expect from them, and how easily they are satisfied during the process of consultation’ (Atkins and Varantola 1998: 115).

The ‘Light Bulb’ experiment was set up and its aim was to discover how Thai students actually used their PEDs to read a passage in English and write a summary in Thai. This presentation will firstly review methodological options in PED research. Then, it discusses how it took account of the advantages and drawbacks of each method and how it combined these methods to answer the aims set above.

Authorial Presence in Academic Writing

Mónica Chávez Muñoz
University of Liverpool

Academic writing has been typically labelled as impersonal and objective; however, recently there has been a shift in the way academic communication is perceived, defining it as a social activity in disciplinary communities and cultures. As a result of this social view of academic discourse, there has been an increasing interest in the study of interactional metadiscourse in academic written discourse in English, and more recently in other languages. Hyland (2005) has designed a model for the classification and analysis of interpersonal linguistic features that academic writers employ to interact with their readers. This study presents the results of work in progress of the analysis of pronominal signals in a corpus of research articles in the fields of applied linguistics, psychology and educational research in both English and Spanish. The poster will describe the instruments used in the study, the model used for the analysis of the data (Tang and John, 1999 & Kuo, 1999), and share the findings so far. Qualitative text analysis of data was used to find out the frequency of pronominal signals, what discourse function these signals perform in English and Spanish applied linguistics research articles and the distribution of discourse functions across sections of the text.
Changeability of Motivation for Studying English Among Senior-High-School Students in Taiwan

Szu-An Chen
University of Warwick

It is a new start for the first-grade senior-high-school students after they have finished the nine-year compulsory education and passed the Basic Competence Testing to continue their senior secondary education. These students have chosen this educational path through which they can achieve their future goal of further studies in a university-level school after three years by passing another joint entrance exam, in which, English, as a school subject, will be tested again. By contrast, the third-grade senior-high-school students are closely approaching this entrance exam which will take place in the middle of the academic year. Under these circumstances, it is expected that these two groups of students have experienced their motivational changes to some extent. Since motivation can fluctuate even within a single class session, it will be interesting to explore the changeability of students’ motivation for studying English and of their strivings towards language proficiency at different stages. A study of students’ motivational evolution gains its particular significance of this background.

My primary research plan is to investigate the dynamics of senior-high-school students’ motivation for studying English. The research emphases will be placed on (1) the first-grade and the third-grade students’ perceptions of their motivation for studying English, (2) any internal/external factors which have influenced their motivation and involvement in the mastery of English, and (3) any systematic patterns which can display their motivational changes within the context. The Dörnyei and Ottó Process Model of L2 motivation will be adopted as one of the main theoretical frameworks under study.
Social Network Analysis and Motivation Research.

Sami Dadi
College of Applied Sciences, Nizwa

The emergence of English as an International language for communication renders some old dichotomies in motivation research, including Intrinsic vs. Extrinsic and Integrative vs. Instrumental motivation, inappropriate and unable to account for the development of motivation in L2 learning. The view of Globalisation as a major threat to the local cultures and their social heritage of the periphery puts the social dimension at the heart of motivation research perspective. This paper aims at testing a new motivation research construct and identifying the mechanisms responsible for what makes students engage in L2 learning activities in the Arabian Gulf context. The significant area refers to the role of social networks in developing attitudes towards L2 and instigating motivation for ESL/EFL learning.
An Exploration of Language Learning Strategy Use Among Egyptian EFL Teacher-Trainees

Magdy El-Khabaty
University of Manchester

The late 1970s marked the beginning of research into language learning strategies of second language learners. Though a considerable body of research has been carried out in this controversial area, researchers around the world continue to enhance the current, yet criticized, rigour of the theoretical framework underpinning this field (Macaro, 2006). The existing body of research is the outcome of studies which was conducted mainly in ESL contexts using quantitative methodology. Recent research findings indicate the need for studies from EFL contexts. In addition, employing qualitative methodology in investigating language learning strategies is strongly recommended (Al-Otaibi, 2004).

The present study investigates the use of language learning strategies by a group of Egyptian EFL learners attending a four-year-teacher training program to qualify as teachers at primary level. It aims at identifying the language learning strategies used by the learners and the particular factors which affect their strategy use.

This is an exploratory study utilizing both quantitative and qualitative data. The quantitative data is collected from 320 learners (males and females) using the Strategy Inventory for Language Learning (SILL) (Oxford, 1990), whereas classroom observation, learner interviews, and teacher interviews were employed to collect qualitative data from a selected sample of the learners and their language instructors.

The quantitative data analysis indicates a major preference of ‘cognitive’ strategies over other type of strategies. The qualitative data analysis indicates that ‘motivation’ and ‘awareness’, among others, are the most influential factors on learners’ strategy use.

The study makes theoretical and methodological contributions to the field of language learning strategies. In addition, it has implications pertaining to primary EFL teacher training programs in Egypt.
Learning from Transcriptions

Amanda Howard
University of Warwick

Postgraduate research in linguistics sometimes involves some form of analysis of spoken discourse, whether it is conversational, interview-based or professional. Transcripts of recorded spoken interaction are often challenging to prepare, and there are many facets to consider in order to identify the format that best suits a particular research situation and related study.

This session uses examples from research data collected in both classroom and interview contexts, and aims to identify reasons why specific decisions relating to transcription and analysis have been made. Input from participants will be welcomed.
Investigation of Devising Online Materials to Support International Masters Students’ Academic Reading at WIE

Jie Hu
University of Warwick

This paper focuses on students’ academic reading and an attempt to develop online support for international students following a Masters programme at the Institute of Education, University of Warwick. This is a topical issue with increasing numbers of international students coming to study in universities in the U.K. A literature review, web review and interviews with students (n = 45) and tutors (n = 16) have been carried out over two academic years and online support material designed. The research suggests that one of the most common problems for overseas students lies in transition from first to target language and engagement with the text at a critical, analytical level. Another issue is that of learner strategies. Some students are not aware of, or do not use strategies, such as skimming, scanning selecting, speed reading and academic vocabulary in reading, which can impact on speed of reading and comprehension. This was supported in interviews which further showed tutors failed to appreciate the extent of student difficulties.

E-learning support was considered appropriate as this would provide flexible access and interactivity. Trial material has been developed following a user centred model of design. Students’ trialling the material have been generally positive about choice of texts, testing and feedback. The material will be further trialled in the following academic year. Hopefully, my own design approach could contribute to the theory of e-learning methodology.
Exploring Teaching Beliefs and Practices of In-Service English Teachers in Relation to Their Materials Evaluation

Shu-er Huang
University of Warwick

The issues related to the development of teacher education have aroused from the diversity of teaching methodology and the complexities of teaching contexts. Numerous research studies have proved that teachers' beliefs to these issues will affect on their classroom practices (Donaghue, 2003; Lee 2008). However, not much has been discussed about the influence to teachers' beliefs from teachers' different educational backgrounds and the extent to which they influence practice. Teachers' beliefs also reflect on their selection of materials. Therefore, a framework of material selection can be an efficient instrument to elicit teachers' beliefs (Douaghue, 2003).

The aim of this case study, therefore, is to explore the beliefs of in-service language teachers with different educational backgrounds, and the links between their beliefs and practices, resulting in a description of teachers' beliefs that are directly related to the selection of materials. The subjects will be the teachers who teach general English to non-English major students in an Institute of Technology in Taiwan. Interviews with individual teachers from different educational backgrounds will be conducted to figure out their views on their selection of materials and also their attitudes toward teaching practices. This research attempts to help language teachers to reflect on their own teaching beliefs, and hopefully to raise the awareness of the need of changes in their beliefs.
We all know that “communicative” means different things to different speakers. Even by 1982 contributors to the *ELT Journal* were complaining that the word had become a catch-all term, and the focus of a new “bandwagon” in ELT. But how was the term originally used by teachers and applied linguists? What were its meanings, and how did these change as the word gained in professional prominence?

In this presentation I will examine how “communicative” first emerged as a specific, professional term in the *ELT Journal*. By applying a combination of corpus tools, and a close analysis of key articles, I will attempt to trace the most important senses in which it was used. Corpus data, such as information about keywords and collocations, can provide useful indications as to what ideas are important in a collection of texts. However, these findings can only be illuminated by referring to the whole text meanings of the articles from which they are derived. I will attempt to show how corpus and “traditional” approaches to the examination of texts can be used in a complementary fashion. I will also attempt to explain how one technique can support, but also occasionally challenge the conclusions derived by its counterpart.
Japanese University Learners’ Acculturation Attitude and their Target Language Use During the Study-Abroad Programme in U.K.

Mikio Iguchi
University of Warwick

This research will focus on Japanese university learners of English who join the study-abroad programme to take English language programmes in U.K.

The topic is the learners’ acculturation attitude (i.e. the psychological attitude and process of adapting to a new culture) and its relationship with the actual use of the target language. It seeks to answer how identity is influenced and formed in the target language environment. There will be investigation on what kinds of acculturation attitudes (e.g. assimilation, integration, separation, and marginalisation) learners possess and how they relate to the actual use of the target language.

In terms of the setting, it seeks to add value to mainstream research on Japanese learners since majority of research have been done in a monolingual and monocultural context of Japan where they normally do not have tangible native speakers to interact with. Thus, acculturation and integrative motivation will not merely be impractical concepts, but instead it will be an alluring opportunity to verify them. Also social context will be taken into account to examine how learners’ attitude is affected and nurtured by interaction and experience with the target language community, and how it results in the actual use of the target language.

The research seeks to contribute to researchers in L2 motivation and practitioners who are interested in study-abroad programmes because it attempts to investigate psychological factors which determine the sojourners’ actual use of the target language.
Recent research shows that learners’ beliefs strongly influence their learning attitudes, motivation, and shape their learning experience. (Bernat & Gvozdenko, 2005) Understanding learners’ beliefs is very helpful not only for educators, curriculum designers, and text book writers, but also for learners themselves (Bacon & Finnemann, 1990). Horwitz’s (1988) foreign language BALLI was employed in this study. In the light of criticisms of this instrument, and the specific aims of this study, the questionnaire was modified by adding two additional statements and some open-ended questions. All the statements and questions were translated into Chinese. This small-scale study is a pilot study for a larger study on “how to teach Chinese undergraduate students’ spoken English in EAP courses”. With this in mind, twelve participants were divided into two groups: the first group are the Chinese English language students who had studied English in UK for one month in 2006, the second group consisted of Chinese English language students who had no overseas learning experience. Both frequency statistics and text analysis were used to compare the difference between the responses of these two groups. Bearing in mind the drawbacks of a small sample, the results show that it is too early to conclude that language learning experience might be an influential factor on beliefs about classroom participation. The data suggests that intrinsic factors such as the learners’ motivation and anxiety may have more influence than experience on learners’ classroom participation. Implications of the findings for classroom English teaching and future research are discussed.
Collaborative Writing for Peer Learning: 
A Case of Korean EFL Young Learners

Young Ok Jong
University of Warwick

Over the past few decades, we have seen a dramatic expansion in Teaching English to Young Learners (TEYL) across the world and the age of compulsory English education has become lower and lower in many countries. In spite of such increasing interest in TEYL, studies of English as a foreign/second language (EFL/ESL) in relation to young learners and their writing are relatively scarce in comparison with those which concern themselves with adult learners. This is particularly true with regards to Task-Based Language Teaching (TBLT).

This study set out to investigate the pedagogical value of collaborative writing in the production of jointly written texts by Korean EFL young learners. 12 Grade 6 primary school students took part in a three-week writing programme. During this period, the 11/12 year old learners were involved in performing three different types of writing tasks in pairs and after the programme were asked to reflect on their experience of collaborative writing. An analysis of the interviews with the children provides evidence that young learners’ paired writing activity can be a valuable tool which facilitates their language learning and development. This paper will also argue that the process of interactive and collaborative writing has a positive effect on the learners’ cognitive and social development.
Indiscipline in a Greek State-School Primary EFL Classroom

Fotini Kuloheri
University of Warwick

Pupil indiscipline in a primary EFL classroom is claimed to be a rather neglected area in educational research, though it is often experienced as a large impediment to the realisation of learning and teaching objectives. Specifically within the Greek educational primary context, where the speaker’s interest lies, research becomes almost non-existing.

For the purpose of investigating this problem, a case-study research has been launched in Greek primary state-schools, using interviewing of adults and children as its main data collection method. This paper reports on the data obtained from the first school about the EFL teacher’s and young EFL learners’ perceptions of what the causes of this behavior may be.
Skipping Defective Courses and Other Obstacles: A Proposal to Develop Effective Reading Instruction from the Perspective of Teachers and Students

Jose Luis Leon-Hernandez
University of Warwick

This paper discusses the extent to which a reflection-based intervention can bring about improvement when EFL reading comprehension is disregarded because of bureaucracy and course deficiencies. The intervention is constructed on the basis of Kirby's model of the reading process; on a reflective stance applied to an extensive-reading programme; and on related theoretical assumptions such as L1-L2 reading, reading strategies and reading styles. Preliminary results show that there is a need for a vocabulary threshold level in subjects as a result of scarce reading instruction, and highlight their weakness in both the bottom-up and top-down processes. However, results also show that by raising awareness of their own reading problems, reading strategies and cognitive strengths, subjects enable themselves to overcome such problems from their own perspective, thus provoking a positive change in their attitude towards reading.

The Action Research influence of this intervention and the descriptive-didactic tools utilised account for a methodology that reading researchers, curriculum designers and mainly EFL teachers, may find worth reviewing and implementing to improve their teaching-learning practice of reading, in spite of the obstacles that reading usually faces in malfunctioning contexts.
A Comparative Study Metadiscourse in Academic Essays
Written by Chinese Undergraduates, 2+2 Chinese Undergraduates and English Native Undergraduates

Ting Li
The University of Warwick

Hyland (2000:109) describes metadiscourse, in academic writing, as the linguistic material ‘which explicitly refer to the organization of the discourse or the writer’s stance towards either its content or the reader.’ He explains further that,

Based on a view of writing as a social and communicative engagement between writer and reader, and in academic contexts, meta-discourse focuses our attention on the ways that writers project themselves into their discourse to signal their attitude towards both the content and the audience of the text. (Hyland and Tse 2004: 156)

This paper reports an investigation of metadiscoursal features in Literacy Criticism, Translation Studies and English Language Teaching academic essays written by different cultural and educational groups: Chinese Undergraduates, 2+2 Chinese Undergraduates and English Native Undergraduates. The analysis is mainly conducted with two computer software: Coder468 and WorlSmith Tool 4.0. By comparing random samples from the database, the present comparative study demonstrates the initiative findings of this corpora data analysis and shows the similarities and differences of metadiscousal features used in the three cultural and educational groups in different generic English academic writing. Although the present paper is not a complete version of the whole study, it can shows some interesting results and indicate some ideas and pedagogical implications in the ways of teaching English academic in EFL context (China).
Although films are a part of our daily life, and also one of the most easily available materials for language learners, most teachers are still mistrustful about using them for teaching. Researchers have found that teachers frequently use media for non-educational purposes such as to fill time, to keep students quiet, as break from monotony of learning or as reward for good behaviour rather than associating any pedagogical value to them. This paper discusses how films are a valuable teaching resource in the same way as textbooks and discusses how they can be used for teaching in the same way as any other texts. Using examples of one or two films it explores how a combination of verbal and the visual as a moving text provides countless possibilities for teachers to use in the English classroom.
Qualification and Certainty in Italian Undergraduate Student Writing

Siân Morgan
Sheffield Hallam University

Epistemic devices, which express qualification and certainty, are central to academic writing in English, and it is important that second language writers acquire adequate control of these for their writing to be successful. Equally importantly, epistemic devices also fulfil an important pragmatic function in many types of written discourse because of their contribution to building reader-writer relationships. Here I describe a piece of action research conducted for my M.A. final dissertation. Using corpus analysis, I analyse how a group of high-intermediate Italian undergraduate students use epistemic devices in their writing. The findings suggest that, in common with previous studies of L2 writers, the student population investigated here rely on a small pool of modal verbs, overuse informal devices typical of spoken discourse and tend to overstate their commitment to propositions. I discuss implications for teaching and possible future research.
Grounding Between Native and Non-Native Speakers in ELT: Implications on Classroom Methodology

Robert Morris
York St John University

The principal aim of this study is to consider the aspect of ‘grounding’ between ‘native and non-native’ speakers of English, following miscommunication. Grounding (Clark 1996) is where interlocutors signal to each other to show agreement that they understand each other. Closure on a topic or point of discussion can follow once grounding has been achieved, and conversational interaction can continue. Miscommunication occurs when listeners have not interpreted what the speaker has said as the speaker intended it to be understood (Gumperz 1999 and Schegloff 1999). In miscommunication neither party is aware that meaning has broken down. Recorded spoken data is analysed in detail using a conversation analysis (CA) technique to specifically identify areas of grounding. The results of the analysis are classified according to findings of grounding in native speakers. A discussion on the results and possible implications in classroom methodology is considered. A secondary aim of this study is to consider the implications on classroom methodology from its findings.

Enhancing Thai Postgraduate Students’ Classroom Participation in a British University through EIL Pedagogy in a Pre-Sessional EAP Course

Singhanat Nomnian
University of Leicester

This paper aims to provide EAP tutors pedagogical implications to promote Thai students’ classroom participation in their postgraduate study in a British university. This study draws upon ‘multilingual classroom ecologies’ (Creese and Martin, 2003) and ‘identities in multilingual settings’ (Pavlenko and Blackledge, 2004) as the theoretical framework and ‘positioning theory’ (Davies and Harré, 1990) as the analytical framework. The study employs case study as a research method exploring seven Thai students enrolling on a pre-sessional EAP course and MSc Marketing programme through a series of semi-structured interviews, classroom observations, and English speaking logs from October 2005 – April 2006. Drawing upon McKay’s (2002) comprehensive theory of teaching English as an International Language (EIL) in multilingual contexts, which can be applicable to teaching speaking and listening skills in a pre-sessional EAP course, this study suggests that EAP tutors must be aware of the increasing multilingualism in British universities and acknowledge students of potential linguistic issues, such as pronunciation of other English varieties and accents, which they may encounter while studying in postgraduate classrooms. Thai students should be informed that other English varieties are equally valued, and this could enhance self-confidence, self-esteem, and ownership of their spoken English. EIL pedagogy can help to broaden Thai and other international students’ viewpoints regarding multilingualism in British academic settings and has the potential to encourage them to become ‘legitimate’ speakers of EIL. Accordingly, they will feel empowered, confident, and proud of their spoken English, which may lead to more positive learning experiences in UK higher education.
ESL Teachers’ Metacognition and their Teaching Reading Practices

Suhaida Omar
University of Warwick

In one way or another, the development of cognition in language teaching/learning has resulted in metacognition or in other words, thinking about thinking. Metacognition comprises four components namely the metacognitive knowledge, experiences, tasks and strategies. In relation to reading as one of the important skills in language teaching/learning, most studies on metacognition have always focused on learners (Flavell, 1979; Brown, 1980; Carrell, 1989; Oxford, 1989; Zhang, 2001; Mokhtari and Reichard; 2004). Majority state that metacognition facilitates reading comprehension and motivates the learners. On the other hand, the lack of it impairs reading comprehension and demotivates the learners.

It seems that while too much attention is on the learners’ metacognition, less interest is given to the teacher who teaches reading to these learners. Thus, the purpose of this study is to identify and explore the roles, relationship and possible impact(s) of the selected teachers’ metacognition on their teaching reading practices. It will be carried out through cross-sectional survey design; using interview, classroom observation and document analysis particularly the English Curriculum Specification and lesson plans. The participants would be a number of teachers from different ethnic background in Sabah, Malaysia. It is hoped that this study would result in a comprehensive description of the teachers’ views and their teaching practices that could lead to the understanding of teachers’ metacognitive influence and instructional implications for further development of the English language teacher training programme in general.
A Sociolinguistic Justification for Using a Spoken Liverpool Corpus

Michael Pace-Sigge
University of Liverpool

Liverpool is seen as a place apart – and this is also true for the accent spoken there, which does not fit the model of the dialect continuum. It can be asked if there is a socio-linguistic background to an otherness (and would this difference manifest itself in the language used?) This paper is split in two parts: Part one tries to highlight a number of socio-linguistic reasons why Liverpool is different. The second part looks at my corpus based on Liverpool English casual conversation and in how far it provides evidence for this otherness and in what way the theory of Lexical Priming can be used for a possible explanation for this linguistic phenomenon.

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A Pilot Study of the Use of Metadiscourse by ESL Students at the University of Botswana

Boitumelo Tiny Ramoroka
University of Warwick

Language according to Halliday (1994) performs 3 major functions: The first is the ideational function which looks at the use of language to represent ideas and experience (propositional content.), secondly, there is the textual function which looks at the features of language used to organise the text itself and lastly there is the interpersonal function which depicts the social function of language - allowing the text to be a site of interaction between the writer and the reader. It is the third function of language that was the focus of this study. Using Hyland’s (2005) interpersonal model of metadiscourse, the study reports the findings of a preliminary analysis of interactional metadiscourse features in argumentative essays written by ESL students at the University of Botswana in their EAP class. The aim of the study was to find out whether there was any variation in the use of Metadiscourse features according to the different prompts that students responded to. To achieve this, an analysis of the structure of the argumentative essay was made using (Hyland, 1990) and (Henry and Roseberry, 1997) proposed framework for “moves” analysis. Secondly, an analysis of Metadiscourse features was done within the moves identified. The study seems to suggest that there is a relationship between the moves and the use of metadiscourse features by students and the various prompts seem to have an effect on the frequency of metadiscourse features used by students.
How do English Language Teachers Become Content-Based Instructors?

Eliphelet Rivera Cuayahuitl
University of Warwick

The area of *Content Based Instruction* has become an area of great opportunity and development for English language educators in Mexico. As English language has permeated the curricula of higher education institutions, language teachers have faced the need, to develop skills in the field of content–based instruction (CBI) at undergraduate and postgraduate levels. Today large numbers of novice lecturers in TESOL, are trained as language teachers in universities, but as soon as they are involved in ELT practice, they are required to teach various subjects, such as: phonetics, linguistics, testing and evaluation, research methodology, culture and others. Actually, in most BA programs in TESOL, nearly 80% of the courses is aimed to teach content, and just 20% is aimed to teach English as the target language. This qualitative research is aimed to investigate, the transition process from ELT to CBI, from the teacher development angle, rather than from a methodological angle. Exploring such areas as; the teacher cognition, teacher beliefs and teacher decision-making, I intend to investigate what the teachers draw on when they make the transition from teaching English to Content-Based Instruction. The subjects of study, are lecturers from a state university in Mexico, grouped and researched according their experience in ELT and CBI.
The Relationship Between Prior Language Learning Experiences and Language Teaching Practices

Hugo Santiago Sanchez
University of Warwick

There has been a growing concern in recent years among researchers for exploring teacher cognitions and teaching practices and the way these inform each other. Research thus far has revealed significant findings which describe, in the field of language teaching, the type of teacher cognitions interacting with and influencing classroom practices. The purpose of my session is two-fold. First, I will present a brief literature review of the research done on one of the cognitions most widely studied in the last 30 years: pre-training beliefs (i.e. the teaching beliefs which teacher trainees have created during their language learning experiences before engaging in a teacher training programme). Special emphasis will be placed on the influence of these beliefs upon the language teaching practices of both pre-service and in-service teachers, and on the effect of teacher education courses on the development of teacher trainees’ beliefs. Secondly, I will introduce a set of data collection instruments which have been selected to explore the relationship between prior language learning experiences and language classroom practices, and which will be used as part of a research project to be carried out with three experienced non-native teachers of English working at a state secondary school in an EFL (English as a Foreign Language) context (Argentina). As a conclusion, I will discuss the implications of this study.
Teaching Writing Skills in English Through B-Learning: Action Research Cycles at UMa

Jane Spinola Diogo
University of Warwick

This paper aims to provide an overview of the implementation of action research cycles that have been carried out at the University of Madeira. This process has been undertaken with the objective of using B-learning as a teaching methodology to improve the writing skills of undergraduate students in English.

The B-learning approach utilises Moodle with students from different areas of study such as Engineering, Language and Business Studies and Art. Students’ texts analysed include both assignments and interaction from Moodle forums. As well as texts produced, Moodle statistics are also used to review the action research cycles. Perspective on this process have been collected through questionnaires, focus groups, interviews, class recordings, and class observation.

The presentation will consider the benefits of B-learning teaching methodology in contrast to both traditional Face-to-Face classes and also to E-learning. The presentation also looks at some of the reasons that made that the 2nd action research cycle more efficient than the 1st. In particular, I want to detail issues of collaborative teaching and the difficulties encountered in the Portuguese educational system.

In summary, this paper will shed some light on how an action research project has developed within a Portuguese University context and also show how B-learning is introduced to supplement more traditional approaches to university teaching.
Bilingual Teaching in Thailand: A Study of Teachers' Working Conditions and Professional Experience

Maneerat Tarnpichprasert
University of Warwick

The use of bilingual education to foster second language learning has been implemented in many parts of the world. In Thailand, for instance, the term bilingual education normally refers to the model of instruction which some content subjects are taught in the second language. In the light of the popularity and the dramatic growth of bilingual programmes in Thailand, there is a great demand for teachers, giving rise to concerns about the shortage of bilingual teachers and the quality of current bilingual teachers. The unique teaching environment of bilingual programmes and special character of bilingual students create a challenging professional environment for the teachers involved, so the paucity of research in this area is surprising.

My research aims to investigate the working conditions and professional experience of current bilingual teachers in Thailand. Based on an interview study of bilingual teachers and fieldwork at a leading bilingual school, it aims to identify key issues relevant to the recruitment, training and development of bilingual teachers. It is envisaged that the study will contribute to a better understanding of the working situation of bilingual teachers and bilingual education in the country and subsequently in a global context. Simultaneously, the research findings can also provide valuable information for policy and practice on improving current bilingual teachers and preparing new bilingual teachers for the country.

At this stage, having just completed the data collection in the field and having begun analyzing the data, I would very much like to share with you in this presentation some interesting data that have emerged from the analysis and discuss how I will structure the presentation of my analysis chapters.
How do Students Prepare for the IELTS Examination?

Yijen Jessie Tsai
Warwick University

This study investigates learners’ needs of IELTS materials and curricula according to their IELTS experiences. In recent years, an increasing number of overseas students have been to the UK for their postgraduate study. Before international students can get an offer from a university, they require an overall band score of 6.5 to 7 in the IELTS examination. Without effective support, it is especially difficult for non-English major students to pass the requirement of the IELTS examination. While most previous research focused on IELTS content and development from the perspective of testing theory, little research has examined candidates’ needs of IELTS materials and curricula in relation to this important gate-keeping test.

In order to prepare for the IELTS examination, learners usually study with IELTS materials. They also go to an IELTS course for extra assistance. Therefore, IELTS materials and courses play an important role on learners’ preparation for the IELTS examination. If learners perceive what kinds of materials are more helpful and teachers can provide more useful activities learners need, it will enhance students’ learning approaches for the exam. The research involved the analysis of forum posts, interviews and survey questionnaire data to discover learners’ perceptions in relation to the IELTS materials and courses. The results of the study aim to provide information to students about helpful English learning materials, to teachers about EAP curricula and to material writers to material development from learners’ points of views.
The most important key to creating an interactive language classroom is the initiation of interaction by teachers. One of the best ways to develop teachers’ roles as initiators and sustainers of interaction is to develop a repertoire of questioning strategies (Brown, 1994). This action research, initiated by the transcript analysis of the problems in a peer teaching class, looks into the function of teachers’ questions and follow-up questions, as well as their roles in promoting students’ participation and eliciting longer utterances from students in the language classroom. Classroom observation, interviews with teachers and questionnaires given to students are used in this research. The research shows that firstly, while ‘WH-questions’ tend to elicit longer utterance than ‘yes/no’ question, their effectiveness is also relevant to students’ level, motivation in language learning and the topic; secondly, follow-up questions have various functions besides promoting talking, and both follow-up questions and non-questions such as repetition, waiting time or showing interest to students’ answer could promote further communication with students; finally, asking questions is only one way to encourage talking; good questions should be combined with good classroom activities and classroom management. The outcome of this research also provides some implications for language teaching and how the teacher could maintain an active atmosphere, and promote more students’ participation in the classroom.
An Investigation of Communicative Language Teaching (CLT) Adoption and Adaptation at Universities in China

Qing-Qing Xue
University of Warwick

The aim of my doctoral main study is to investigate the extent to which and the ways in which Communicative Language Teaching (CLT) is adopted and adapted by Chinese tertiary teachers of English with experience of teacher education overseas. I use a case study approach in order to explore the extent to which CLT is compatible with the Chinese EFL context at tertiary level. By looking into the teaching performance and the teacher beliefs of the target group, I explore their general conceptions of CLT and their perceptions of good language teaching beyond CLT, as well as identifying the factors conceived as constraints on CLT implementation in the local context. Besides, by looking into the actual teaching procedures of the participants, I explore the extent to which CLT is adopted and adapted in real teaching practice. In this presentation, since the data analysis of the question regarding actual adjustments made is still in progress, I will focus on reporting findings for the first two research questions, namely, teachers’ general conceptions of CLT and good language teaching, and the perceived constraints on CLT adoption at universities in China.
Keeping Trace of Acculturation and Adaptation in Literature:
Two Case Studies

Amanda Zamuner
University of Warwick

Cultures are dynamic communities which change both internally and due to external forces. As from the end of World War II, British culture and society have experienced important transformations in their fabrics and an appeal to multiculturalism has been one of the ways of coping with these phenomena. The sense of belonging to ‘a’ British culture has been challenged by the multiple cultures coexisting in the UK. The ontological security of belonging upon which its members rely became a socially conditioning mechanism for many others as the possibility of estrangement and/or not belonging may result in problems often linked to concepts of nationality and citizenship. This paper intends to explore some acculturation and adaptation strategies employed in the UK during the second half of the 20th century by means of two case studies. The analysis of the case studies shall provide sketches for a portrait of two immigrant groups from the Indian subcontinent living in the UK, as depicted in two widely acclaimed literary works (Anita and Me, 1996, and Brick Lane, 2003). It shall mainly show the point of view of the acculturating group as each tries to fit into the mainstream British culture.
Changes in Language Learning Motivation Among Chinese Undergraduates Coming to Study in the UK

Qian Zhang
University of Bedfordshire

This paper describes research, based on Dörnyei’s (1994) three-level framework, that provides a dynamic, longitudinal representation of the changing motivation of Chinese undergraduate learners of English in the course of transition from their home cultural setting to that of the host country. The paper focuses on the issues of whether students’ English learning goals and orientations change following the transition and the nature of any changes in their language learning motivation. 284 undergraduate Chinese learners of English studying at the University of Bedfordshire were administered two questionnaires: the first in China, the second six months after arrival in the UK. Exploratory factor analysis and paired samples t-tests were used to investigate the dimensionality of the data and to test whether students’ motivation had changed after the move to the UK. Significant changes were found in students’ learning motivation at both the learner level and learning situation level, especially in the categories of learners’ expectancy, course-specific components and teacher-specific components. The change in cultural setting had both negative and positive impacts on student attitudes towards English people, English learning and their motives and orientations.

Creative Writing in a Second Language: Motivation, Processes, and Learning potential

Yan Zhao
University of Warwick

The paper presents outcomes of my research into the L2 creative writing processes among participants at Warwick University. Following up an interest in the motivations of recognised translingual novelists, I investigate relationships among varying stimuli, motivations, processes and learning outcomes in L2 creative writing.

Translingual creative writers such as Conrad, Beckett, and, more recently, Ha Jin and Xiaolu Gao have described the distancing function inherent in composing in a second language. This has been described as an 'emancipatory detachment' which itself acts as a spur to creativity and a motivation to write. In this paper, based on work with L2 creative writers at Warwick, I investigate why some writers are motivated to write in their second language. I examine whether the distancing function of expressing imagination and emotions in the L2 promotes motivation to write. An overarching question in the paper is: What role does imaginative and emotional expression play in second language learning? I present my research into the manner in which L2 learners approach imaginative writing and the nature of their creative writing process. In particular, I investigate how creative writing and motivation dynamically interact in English language teaching and learning. I finally suggest that reflections on the process of writing creatively in a second language can help us to justify, plan and implement elements of creative writing in the ELT syllabus.