

Reading comprehension and idiom comprehension in UK children who speak English as an Additional Language

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Key Words: Idiom; EAL; Reading Comprehension; Vocabulary; Children.

This paper will present the methodology of a study which aims to use an idiom comprehension measure to investigate the abilities of UK children who speak English as an Additional Language (EAL) and English as a native language (EL1) to engage in semantic analysis and inference from context.

Method

This study has a 2-factor independent samples design with between-participant factors of language-group (EAL and EL1) and reading-group (Average Readers and Above-Average Readers).

25 EAL Average Readers, 25 EL1 Average Readers, 23 EAL Above-Average Readers and 24 EL1 Above-Average Readers complete a range of measures including: an idiom comprehension measure (Cain & Towse, 2008); 6 Test of Word Knowledge subtests (Wiig & Secord, 1992).

Between-groups analyses will investigate whether Year 5 EAL and EL1 children differ on semantic analysis and inference from context. The role of vocabulary in the relationship between reading ability and idiom comprehension will be considered.

Results

Data collection will finish in July 2011. The results of the study will provide information regarding the semantic analysis and inference from context skills of EAL Average and Above-Average Readers compared to EL1 children who are matched for reading ability.

Teaching young EFL learners using Isolated and Integrated Focus on Form

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Key words: Young EFL learners, Isolated FEI, Integrated FEI

This talk will describe an experimental study about the comparative benefits of teaching grammar to primary level EFL learners aged 10-11 using Isolated and Integrated form-focused instruction (FFI). More specifically, this study investigates the proficiency gains of Greek 5th year primary learners who performed different communicative tasks with an implicit grammar focus - on the English Simple Past tense- compared with the gains achieved by learners who were given traditional grammar tasks. In addition, the effect of using a children's narrative together with Isolated and Integrated FFI will be examined as another factor that may contribute to the development of tense formation in young EFL learners. The sample size of the study was 81 learners and the length of treatment was 18 hours. A statistical analysis with repeated-measures comparisons showed that the Isolated FFI treatment group was consistently better than the Integrated FFI group and that both groups were significantly better than comparison groups that had been taught the target structures but had not received either the Isolated or the Integrated treatment. Moreover, the narrative component added to either Isolated or Integrated focus-on-form did not appear to accelerate acquisition of the past tense as the non-narrative treatment groups emerged stronger than the narrative groups at the end point of instruction as well as in the delayed post-tests. Hence, it is concluded that through targeting specific structures in contextually and pragmatically familiar language, there are valuable learning gains from the structural and task-based approach to grammar instruction and that a combination of the two approaches produces the best results. The implications of these findings for language pedagogy in young learner classes will also be discussed.

A theoretical and analytical framework for the study of mutual understanding in face-to-face intercultural interactions, the examples of the co-building of an exchange and of a speech act

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Key words : co-building, agreement, face-to-face interaction, mutual understanding, intercultural communication

In this paper, I wish to present the framework I have built in order to study mutual understanding in intercultural communication. Meaning, I believe with many others (Clark 1996, Roulet *et al.* 2001...), emerges in the midst of the interaction, as it evolves. The participants build up agreements on what is meant. Therefore in my view, meaning is not fixedly enclosed in the utterance. Rather, the utterance has a potential of meanings from which one is selected by each participant (Jacques 1985). Each then evaluates the compatibility and closeness of the selected meanings through the other's reactions (Trognon & Brassac 1992). This constructivist and emergentist view of the meaning in interaction allows to consider mutual understanding as being co-built and negotiated.

I would like to show some results of my analyses of mutual understanding illustrating the methods and tools I have used. I shall evoke the co-building of the micro-structure of the interaction which reflects the collaborative work that brings the participants to an agreement. I shall as well talk about the cooperative actions that lead the participants to agree on the value of a speech act, looking at the form of the utterance and the negotiation it. These illustrations will be extracted from my corpora, audio recordings of administrative interactions between native and non native speakers of the language of communication.

Genre Analysis of Newspaper Reports in the Shipbuilding Domain

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Key words: genre analysis, generic structure potential, journalistic discourse, systemic functional linguistics

Media discourse, particularly newspapers which play a significant role in the dissemination of information and satisfaction of social norms and values in a society, has been extensively explored by linguists as it is the most widely read genre in the West (Rodriguez 2006, pp. 149).

This study explores the generic features characterising the newspaper articles reporting on the events surrounding the launch of a ship, the RMS Queen Elizabeth in 1938. The data, obtained from Glasgow University Library's Digital and Microfilm Newspaper Collection, is a corpus comprising thirty-seven newspaper reports drawn from three influential newspapers namely The Times, The Glasgow Herald, and The Scotsman. The ship was a Clyde-built vessel and was unrivalled for 54 years as the biggest liner in the world.

The salient generic features and the accompanying lexico-grammar of these media texts are here investigated from a systemic functional linguistic perspective (e.g. Halliday and Hasan 1985), focusing particularly on the notions of Contextual Configuration (CC) and Generic Structure Potential (GSP). The analysis also explores the ways in which the texts codify different communicative purposes. Further, the study also provides informative and self-explanatory functional labels for the generic features of the news reports in the corpus. Four prototypical GSP models of the news reports in the corpus have been identified, i.e. Product-oriented, Pre-event-oriented, Event-oriented, and Hybrid Reports (covering both product and event). The obligatory and optional elements which serve to define the articles in the four categories are discussed.

The acquisition of collocations by learners of English as a foreign language

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Key words: collocations, EFL, acquisition

Formulaic sequences (collocations, phrasal verbs, idioms and many more) have received a lot of attention in applied linguistics in recent years (e.g.; Wray 2002; Schmitt 2004). It has become clear that native-like use of language involves the ability to recognize and produce language chunks – larger elements of linguistic material that are used as whole units (Pawley and Syder 1983; Sinclair 1991). Yet, research (e.g., Granger 2001) on the use of English as a foreign language shows that formulaic sequences are either misused or underused by learners, even at the advanced level of proficiency. Thus, the question arises as to how the use of formulaic sequences by learners can be enhanced in the foreign language classroom which is often the main source of language input.

The present study examines the acquisition of verb-noun collocations of delexical verbs (e.g., ‘make’, ‘take’, ‘have’, ‘do’, ‘give’). These collocations have been chosen as target items for the study because of their frequency and the difficulties they cause for second language learners. The research compares the impact of two kinds of instruction (meaning-focused instruction vs. meaning-focused instruction plus form-focused instruction) on the knowledge of collocations by Polish learners of English. The presentation concludes with implications for language pedagogy.

Teaching Speaking in EFL Pre-service Teacher Education

Helen Jang

University of Leeds

Key words: Teaching Speaking, Teacher Cognition, Teacher Education

This study explores teacher learning during the practicum in pre-service English teacher education in Korea. Up on consideration of the shift of emphasis toward communication-oriented and task-based pedagogies in the national curriculum reforms in Korea, this research investigated the prospective English teachers' perspectives and practices of teaching speaking during the practicum. In line with the changes in educational policies for pre-service English teacher education, the aims of this study was to understand the nature of teacher learning and the contextual factors which may influence the novice English teachers' experiences, while they were taking part in the intensive period of the practicum in their final year at the teacher colleges.

This research is based on case studies using mixed methodologies. The main data were gathered by classroom observations and in-depth field interviews with student teachers and educators in teacher colleges and secondary schools in Korea. From this study it is intended to bring insights into the effective approaches in pre-service English teacher education with a consideration of the role of initial teacher training in supporting teacher learning and teaching practice, and also draw implications and suggestions for effective strategies and methodologies to develop teaching speaking in EFL.

This presentation will be based on discussions about data collection processes during the fieldwork in Korea and the initial findings of data analyses in relation to the impact of the practicum on teacher learning in pre-service English teacher education in EFL.

Language and Communication in Multicultural Teams

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Key words: multicultural interactions, international teams, language skills, intercultural communication competence

Globalisation of business operations has enhanced the need for heightened language skills and greater intercultural communication competencies.

Researchers have explored intercultural competence from a variety of perspectives (Prechtl & Davidson Lund, 2007). The language/communication component has been identified as playing an important role in many of the frameworks of intercultural interaction competence that have been conceptualised (Spencer-Oatey & Stadler, 2009; INCA, 2004; Byram, 1997; WorldWork, n.d.).

In intercultural interactions two types of communicative skill sets can be distinguished for determining the effectiveness of the interaction, those for achieving understanding and those for managing rapport (Spencer-Oatey & Franklin, 2009).

Effective intercultural interaction is particularly important for successful international teamwork (Barmeyer & Mayrhofer, 2008; DiStefano & Maznevski, 2000; Maznevski & Chudoba, 2000). For example, effective communication and interaction are crucial for decision-making processes when cross-cultural teams collaborate (Maznevski & Chudoba, 2000), and there is evidence that language behaviour and trust building are interrelated in working across cultures (Shapiro et al., 2008; Nes et al., 2007; Kassis Henderson, 2005; Lagerström & Andersson 2003; Schweiger et al. 2003; Goodall & Roberts, 2003).

This paper reports on research conducted on multicultural teams operating across linguistic and cultural boundaries. Preliminary findings from data collected on international teams in a multinational company underline the importance of language and communication strategies on team effectiveness.

Behind Codeswitching: Culture and Identity

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Key words: cross-cultural, codeswitching, identity

This research originally set out as a case study of three university English teachers' codeswitching behaviours in the English Language and Literature Department at a leading university in mainland China. Though there is abundant research on codeswitching worldwide, limited research evidence can be found in the Chinese context. Its emphasis on content-based English courses rather than skill-based ones as often seen in literature represents the originality of its own.

Three data collection methods were employed during Phase I of the study: recordings of lessons, interviews and stimulated recall. Recordings were coded using standard models (adapted) for the purposes of comparison across types and then subjected to microanalysis on the basis of findings from protocol analysis.

Analysis of codeswitching categories identified a predominance of extended expositions of Chinese literature, culture and philosophy etc, which differed significantly from findings in previous studies. Hence follow-up interviews (Phase II) were prompted to further investigate the reasons behind. Interviewing data were analysed thematically. It was discovered that the involvement of Chinese elements reflected a particular cross-cultural view of content-based teaching in the Chinese context as well as the impact of socio-cultural identity on the participants. Furthermore the delivery of contents from the Chinese perspective in class was conducted strategically to *"help the students realise and understand their cultural identity"*.

Additionally, the notion of cross-cultural education revealed the deficiency in the qualities of current teachers, therefore this research also aims to provide insights on teacher training for the English Language and Literature Department in Chinese universities.

How do Chinese /Taiwanese university students in the UK improve their English proficiency? An examination of the relationships among language learning strategies, social identity, and second language learning

Hung-Chun Pen

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Key words: second language learning, study abroad, language learning strategies, social identity, Chinese learners

Although there has been a great deal of research on second or foreign language (S/FL) learning in study abroad contexts, it can be noticed that the focuses are largely on solely either cognitive (psychological) or sociocultural perspective. Moreover, few studies have investigated the experiences of Chinese students, or indeed any other cohort of overseas students at British universities; most of the studies have been conducted in the USA, Australia and New Zealand. The present study attempts to explore the experiences of Chinese L2 sojourners living and studying abroad and how they go about improving their language proficiency, focusing on how their language learning strategies (LLS) use and social identity affect their L2 learning and how they may influence one another. In order to investigate the relationships among their use of LLSs, their social identities, and L2 learning, a mixed methods research design is proposed. The instruments used are questionnaire (SILL), learning diaries, online (MSN) communication, and stimulated recall (face-to-face and e-) interviews. The results provide evidence to indicate that the LLS use and social identity of Chinese university students in the UK and their second language learning generally affected one another. The findings also suggest that when exploring and addressing the learning experience of L2 sojourners, it does not appear to be prudent to cut off 'language learner' selves from the rest of their lives as 'whole' people living, working, relating to, and interacting with the others.

Code-Switching in Turkish Classrooms with Focus on Interaction:**Fieldwork Experience and its Effects on the Study**

Sezen Seymen

University of Warwick

The aims of this study include exploring the interaction patterns between students and student teachers on EFL classrooms with specific focus on code switching and its implications for a teacher education programme in Turkey. For this purpose, lessons of the participant student teachers were videotaped in order to monitor the natural classroom environment and interviews were conducted in order to obtain the reflections of the student teachers on their experiences while teaching. The transcriptions of the lessons will be examined by using Conversation Analysis. This paper will focus on the fieldwork experience which will be discussed in terms of the number / choice of participants, content of the raw data, research questions and the methods of analysis. Modifications to the original plan as a result of experiences in the field will also be discussed.

Key words, Parts-of-speech and Semantic Domains in Online Intercultural Communication

Yen-Liang Lin

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Key words: online communication, key parts-of-speech, key semantic domains

Intercultural communication provides learners of English with opportunities to interact with native speakers. While there is a burgeoning field of research which looks at communicative competence in intercultural settings, little is known about the development of communicative competence in adolescent learners of English who take part in intercultural exchanges and online interaction.

This paper investigates overuse and underuse of lexical items by a group of adolescent Taiwanese learners of English interacting with adolescents based in the UK on electronic discussion boards. The keyness method is extended to semantic and part-of-speech level which allows macroscopic analysis to inform the microscopic level and thereby highlighting the linguistic features which should be investigated further (Rayson, 2008). As such, the significant lexical items that are key to the learners' discourse as compared with the discourse used by the native speakers of English are revealed, and the items which are overused and underused by EFL young learners are then identified. The data that forms the basis of this study has been collected from messages posted to an electronic discussion board by 70 secondary school pupils from Taiwan and the UK between 13 and 14 years of age during the six-month project. The research findings delineate the pedagogical merit of keyness analysis and thus help to inform teachers and material developers in relation to course design for online intercultural interaction of young people.

**How Quantification might sometimes add to the Quality of
Qualitative analysis and not suggest a Muddled Mind**

Shelagh Rixon

University of Warwick

In this talk I will focus on a small quantitative area of my data analysis within what is essentially a qualitative study of Young Learners Materials. I am investigating published materials for sources of support for teacher development and cognition in the area of early literacy teaching. While much of what I am analysing depends on an 'open template' of key questions about activity types and sequencing, there is also a need to analyse the linguistic content upon which early literacy is being built in different courses. I should like to present for your comments my analysis of vocabulary in Young Learners books in terms of their Orthographic Depth, a concept particularly relevant to English and for which I have worked on some quantitative measures.

**The experiences of overseas Chinese students learning English vocabulary
in Britain: A particular focus on their vocabulary learning strategies**

Isobel Kaihui Wang

University of Warwick

During the past thirty years, a large body of second language research has targeted language learning strategies (LLSs) from a cognitive perspective. Based on my pilot study on academic adjustment of overseas Chinese students at British universities, many participants reported that their LLSs and capacity for self-regulation were increasingly developed through collaborative dialogue and social interaction with their British teacher and peers. In the light of this research finding, I believe that there is also a need to explore LLSs development from a sociocultural perspective. To further the depth and validity of my research, I have decided to focus on one particular learning domain, vocabulary learning, which has a significant role in both the receptive and productive skills in association with effective communication. The objectives of this study are both to explore the experiences of overseas Chinese students learning English vocabulary and analyse the process of their self-regulation for strategic vocabulary learning in Britain. I will propose a theoretical framework derived from both cognitive and sociocultural approaches. The aim of this framework is not deny cognitive views of learner strategies. Rather, it is hoped to create a synthesis between the two approaches and use it to make the understanding of vocabulary learning strategies richer and more meaningful for my research study.

Working across cultures? The Engineering Lecture Corpus (ELC)

Siân Alsop

Coventry University

Universities across the world use the lecture as their primary means of instruction. Delivery is increasingly through the medium of English - even when English is not the L1. In this world of global exchange, is it simple, practical, even possible for academics to lecture in an overseas context? The Engineering Lecture Corpus (ELC) compares the spoken language used to train engineers across cultures. The ELC currently consists of 60+ videoed, transcribed and marked up lectures from universities in the UK, Malaysia and New Zealand. As well as traditional TEI mark up, pragmatic functions - including: Story, Summary, Humour, Prayer and Defining - have been identified. Analysis of these functions within the cross-cultural corpora will aid understanding of the extent to which linguistic similarities enable smooth working across cultures, or whether the differences are such that they cause significant impediment.

Redefining adaptation in the context of Higher Education Mobility

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University of Warwick

Key words: cross-cultural adaptation, Erasmus, study abroad, Higher Education

Cross-cultural adaptation presupposes the concept of home and host culture. In the context of Study Abroad, immersion into – and adaptation to – the host culture has always been considered a prerogative of a successful intercultural experience. However, while total immersion may have been possible in the pre-internet and pre-low-cost travel era, the experience of Study Abroad has changed dramatically in recent years. An increasingly globalised world, cheaper air travel, and the advent of social media and technologically mediated communication have undoubtedly transformed the experience of students spending a period of time abroad.

In addition, as a result of the increasing popularity of the Erasmus programme throughout Europe, what used to be an opportunity to spend a full-immersion period in the target culture and language has been supplanted by the experience of immersion in plurilingual, multicultural communities in which the “local culture” (and language) often fades into the background. Even students who have decide *a priori* not to meet other co-nationals while abroad are usually happy to befriend other international students. For some, even language majors, it is the main aim of their study abroad, a defining characteristic of the Erasmus programme. This, together with increasingly multicultural societies throughout Europe, means that the concept of a monolithic local culture and single language which underlies the idea of full-immersion is increasingly more difficult to find, particularly in university environments in Europe. This has implications for the definition of cross-cultural adaptation in this particular context.

This paper draws on work in progress from my PhD.

The role of processing efficiency in English as a lingua franca language usage

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Key words: English as a lingua franca, corpus linguistics, language use, grammatical variation, language contact

In intercultural communication situations involving English as a lingua franca (ELF) speakers, one can often observe a shift of focus towards communicative effectiveness and economy that can lead to non-standard usage of grammaticalized linguistic patterns such as zero-marking for 3rd person singular present tense verbs (Breiteneder 2009). Breiteneder argues for a research agenda that views ELF communication as a language contact situation, and that applies empirical research methods to unveil that the newly emerging linguistic patterns are far from arbitrary. The basic research idea for my dissertation at this very early stage is to pursue this agenda with a focus on the role of processing efficiency in the emergence of EFL linguistic patterns. Hawkins (2005) claims that processing efficiency is a major motivating factor in shaping grammars as well as language performance. In contrast to native-speaker language performance data, ELF data may provide the opportunity to observe the effects of processing efficiency not only on variational patterns like the dative alternation or heavy NP shift, but also on patterns that are strictly grammaticalized in native-speaker communities. Using the Vienna-Oxford International Corpus of English (VOICE), I plan to investigate whether there is an empirical foundation for my hypothesis that it is not only communicative effectiveness but also processing efficiency that drives the shape of emerging linguistic patterns in ELF language usage.

Investigating ‘successful group discussions’ in ESL classrooms in Malaysia

Anita Adnan

University of Nottingham

Research on group discussion skills in second language classrooms have normally concentrated on the various strategies used by the learners in order to discuss more effectively with their group members. Most studies also focused on the outcome or the product of the group discussions, leaving the process of discussing unexplored or even thought to be unproblematic. Very little studies look into the actual conversation or discussions that occur in the real natural classroom context. This current ongoing study, looks at the actual process of small group discussions in ESL classroom in Malaysia. It aims to investigate what actually happen in small group discussions in English for Specific Purposes (ESP) course designed especially for the undergraduates. Longitudinal data of 10 weeks were collected, transcribed and analysed. In this talk, there will be a discussion of how difficult it is to conceptualise ‘successful group discussions’ among ESL learners. The focus of this presentation will be on the transcribed group discussions, using an applied conversational analysis method. Two transcribed discussions will be compared to show the complexities and the difficulties in pulling together a coherent framework for a ‘successful group discussion’. Some notes on reflexivity and the researcher’s stance will also be discussed.

Enhancing Pre-experienced Learners' Business Presentations Through Task-based Learning and Teaching (TBLT) and Group Dynamic Assessment

Wuttiya Payukmag

University of Warwick

Key words: TBLT, group dynamic assessment (G-DA), business presentations

This paper will outline a mixed-methods project designed to investigate the impact of task-based teaching on the teaching of business presentations in a private university in Bangkok. It will focus on issues in the design of the project and decisions relating to data collection.

The purposes of this study are to: 1) design tasks for the teaching of business presentations, 2) implement the designed tasks with an integration of group dynamic assessment (Poehner, 2009) which will be used as a mediation tool for group interactions, and 3) to study effects following the implementation. This project will employ mixed-methods, and will involve participants who are pre-experienced business learners. Feedback will be gathered from the learners and two teachers who will be invited to observe classes: one has some task-based teaching experience and the other opposes TBLT. Classes will be taught by the researcher.

As a business-oriented university, the new policy requires all English subjects to be geared toward developing business communication skills of learners, so that they are prepared for their future careers. TBLT is specified as one of the preferable teaching approaches, and this raises great concerns for teachers and learners, as both groups are accustomed to lecture-style teaching. However, with a number of limitations such as a large class, and a majority of learners with low English proficiency, it is hoped that this transition will still be possible. In any case, this project should provide some useful insights as to what worked or did not work, and what needs to be adjusted.

East Asian international students' intercultural interaction experiences and intercultural development at a UK university: What's going on?

Andrew Davidson

University of Warwick

Key words: Intercultural competence, intercultural interaction, intercultural development, East Asian international student, internationalisation

This proposed PhD study seeks to address a gap in the intercultural research literature on East Asian international students studying at UK higher education institutions. It aims to investigate the intercultural interaction experiences and intercultural development of East Asian international students who are living in the UK and studying at the University of Warwick.

To carry out the study, a multiple methods approach to data collection will be employed which has a predominantly qualitative orientation. Through individual interviews and the administration of a questionnaire, data will be collected from a sample of undergraduate and postgraduate East Asian international students studying at the University of Warwick. Data from the study will be analysed to develop a richly descriptive picture of the students' intercultural interaction experiences while in the UK, to identify salient factors that might be affecting their experiences of intercultural interaction, and to evaluate the extent to which these students would benefit from institutional intervention in the development of intercultural competence and the construction of more satisfying intercultural interaction experiences.

Since this is a study yet to be carried out, the presentation will focus on providing an overview of the PhD study, its conceptual foundation, key aspects of the review of the empirical literature and the methods being considered for the data collection phase of the study.

Developing a pedagogy for critical teaching of culture in the Japanese context

Mayumi Tanaka

University of Warwick & Nagaoka National College of Technology

Key words: Culture, Critical Reading, Critical Discourse Analysis

I will report the tentative findings of my ongoing MPhil/PhD project in this presentation. The overall aim of the project is to develop an appropriate pedagogy for working critically with cultural contents of textbooks. The context of this project is Japanese upper secondary schools. In order to achieve this aim, I have set up the following three research questions: What ideological assumptions can be identified in cultural contents of English textbooks? How can cultural contents of textbooks be dealt with critically in English lessons? To what extent is critical teaching of culture considered appropriate by other teachers? In this presentation I will report the tentative findings of these questions I have gained.

For the first research question, I employed Critical Discourse Analysis (CDA). Especially, I referred to Norman Fairclough's approach to CDA, and analyzed cultural texts in an English textbook for upper secondary school students. The textbook is published by a Japanese company and authorized by the Japanese government. Based on the critical discourse analysis, I planned reading lessons to raise students' critical cultural awareness, and conducted those lessons as part of normal English lessons to 44 Japanese students aged 16-17, studying at a technical college, in order to investigate the second question. I will report how the students read the cultural text critically in this presentation. For the third question, I also showed one of my critical lessons to English teachers and discussed it with them. I will report the teachers' responses to my lesson.

**The social and pragmatic parameters of L2 motivation:
Investigating the motivation of three UK ESL learners**

Lou Harvey
University of Manchester

Key words: English language learning, L2 motivation, imagination, participation, identity

This paper is based on a qualitative study investigating the motivational profiles of three English as a Second Language (ESL) learners in the UK, which became the basis for my doctoral work. My investigation expands on previous work in this field to engage with the personal, affective fundamentals of language learning motivation.

Research into motivation for learning English as a second language continues to support the perception that learners may be motivated by imagining their participation in the diverse and wide-ranging opportunities offered by the globalisation movement, and that they may wish to remain fully integrated into their own culture while simultaneously accessing and participating in the global sociocultural context they are helping to create. In a review of recent thinking in the field, I consider motivation in relation to the globalising world and how this impacts upon learners' sense of identity and perception of their future selves. Through analysis of three semi-structured interviews, I have attempted to specify the 'social and pragmatic dimensions of L2 motivation' (Dornyei 1994: 275) operating on these learners. The findings show that definitions of motivation are fluid and contextually grounded, and are meaningful only as part of a more complex and multifaceted understanding which accounts for the learner as a culturally and historically situated agent. I conclude by drawing attention to the importance of consciousness-raising about the nature of learners' motivation and the implications for practice, arguing that this challenge may be met by a fuller consideration of motivation as imagination, identity and participation.

**Supporting first-year English teachers through mentoring:
a Hong Kong qualitative case study**

Elaine Hau-hing Tang

University of Warwick

Mentoring is perhaps the most common organised form of support for new language teachers. As part of a larger project examining the first-year experience of 6 novice English teachers in Hong Kong, this paper discusses issues and factors affecting the effectiveness of mentoring as a form of support at the early stage of a teacher's development. The study is a qualitative case study that values multiple perspectives, particularly that of the mentors and the mentees (the novice teachers) in the area of mentoring. The interview data is scrutinised using Qualitative Content Analysis. Preparation and training for mentors, involvement of the management, perceived status and power of mentors and age/experience difference between the mentor and the mentee emerge as prominent issues related to mentoring in this context. Ways in which these are believed to affect the effectiveness of mentoring are discussed. Also, participants (both mentors and mentees) are asked to suggest ways to improve the usefulness of the mentoring or the wider induction experience, and the increase in the number of lesson observations is most often mentioned. The possibility of having more lesson observations is however called into question due to issues in the arrangement and commitment on the part of the school management as suggested in the interview data.

A theoretical and analytical framework for the study of mutual understanding in face-to-face intercultural interactions, the examples of the co-building of an exchange and of a speech act.

Fremdverstehen revisited – Assessing Intercultural Language Competences

Veronika Timpe

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Key words: Intercultural pragmatics, intercultural communicative competence, assessment, sociolinguistics, discourse competence

Which came first, language or culture? This question will be difficult to answer as both components are inextricably linked to the extent that they form a nearly inseparable, ontological entity. One cannot adjust to a different culture without the use of language and in turn, language is a means of shaping a culture by sharing information, reflecting upon issues, and communicating with others. Language is thus a constitutive component of culture and vice versa.

Given this interconnectedness between language and culture, both are essential aspects in the development of intercultural communicative competence (ICC) and thus, also salient components of several models of ICC (Byram 1997; Bredella 2002; Hu 2009). Byram's 1997 'Model of Intercultural Communicative Competence' includes *three* language competences – linguistic competence, sociolinguistic competence, and discourse competence – which are deemed essential in intercultural communicative encounters.

I focus on these language competences in my doctoral research project, which centers on the intersection between intercultural competence and L2 pragmatics, investigating empirically the dependence of 'linguistic competence,' 'sociolinguistic competence,' and 'discourse competence' on learning opportunities as experienced by German learners of English. A specific focus of my research deals with the development of interpretable and valid measures for these language competences included in ICC. By drawing on models and scholars from the fields of ICC (Byram, 1997, Knapp-Potthoff, 2006) as well as assessment and language competence (Bachman 1990), I will first introduce my research design before presenting *one* assessment instrument in further detail, the test for discourse competence. Moreover, first results of the pilot study that is currently being conducted with students at a German university will be displayed.

Autonomy through the learners' eyes: the case of Nigerian students

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Key words: Autonomy, Africa, Learner, cultural identity

There has been wide spread debate about the cultural confrontation that sometimes comes with the language learning process and some researchers have suggested that this confrontation needs to be managed so that learners do not feel that their cultural identity is being threatened by the culture of the language acquired (Sonaiya 2002). At the centre of this argument is the concept of Learner Autonomy and its appropriateness in non-Western contexts. Even though there is wide range of literature on the appropriateness of autonomy in Asian contexts, relatively little research in this field has been done in Africa. More importantly, there has been little investigation in African contexts about learners' perception of autonomy largely because autonomy is considered 'alien' and 'non-cultural'. As a result, teachers have often hastily concluded that it is undesirable for both teachers and students.

An investigation into my own classroom practice of autonomy in Nigeria raises interesting issues about students' perception of autonomy and how they position themselves in relation to the culturally unfamiliar 'teacher-student' role that comes with autonomy. In this paper, I will be presenting results from this investigation into students' perception of autonomy using the case of a secondary school in Nigeria. I will discuss students' evaluation of their performance in autonomy-driven lessons as against the more 'traditional' teacher-centred lessons.

The Effects of Blog Assisted Language Learning on EFL Undergraduates' Performance in Writing: An Experimental Study

Ming Huei Lin

University of Birmingham

Key words: classroom blogging, Blog Assisted Language Learning, EFL writing

An experiment has been conducted to probe the suitability and effects of Blog Assisted Language Learning in the English writing classroom in central Taiwan. Two intact groups from a single university were recruited for this research, comprising of an experimental group of 25 student writers and a control group of 25 participants. All of the subjects were first-year English majors. The treatment lasted one academic year, that is, 36 weeks in Taiwan. The instruments included a pre-test, a mid-test, and a post-test where students' performance in writing was examined. Two readers were involved in rating students' writing based on a five-subscale rubric. Variables examined include students' overall performance in writing and the five separate writing skills in the subscales: content, organisation, vocabulary, language use, and mechanics. The results show that, by using dependent *t* tests, both groups made a statistically significant improvement in writing. However, no statistically significant difference in terms of overall writing performance was found between the two groups by computing ANCOVA. On a closer examination of the subscales, however, the researcher found that the control group significantly outperformed the experimental group in terms of writing content.

I am not an English teacher. How can I teach English?

Oranuch Puangsuk

University of Warwick

English is a compulsory foreign language in Thailand's educational system since the 1990s, and this has resulted in the provision of English classes from primary education to higher education. I will narrow my discussion to primary education in this presentation. In primary education, the Government has invested enormous funding to provide in-service professional development programmes (INSET) to support English language teaching and improve Thai teachers' English language competence. Nevertheless, it seems that English is a difficult subject for some teachers (especially those who did not obtain educational degrees in English).

In this presentation, I will present a qualitative study that explores the teachers' experiences in English language teaching in the Thai context. My participants were 10 teachers responsible for teaching English at small-sized primary schools (with less than 120 students) where teaching English was problematic. The problem was due to many factors, for example, funding, school locations, staff and teachers, or resource access. This study was conducted in two phases: Phase One (September 2009 – October 2009) and Phase Two (April 2010 – August 2010). The first phase explored experiences of the teachers in English language teaching and their prior participation in INSET. The findings from the first phase led to a proposed professional development programme that was held in the second phase in order to gain insight into the experience of four Thai teachers of English. The data collection methods were interviews, classroom observations, research journals, and teacher diaries. This presentation will focus on the findings from the two phases.

**Rapport management in professional (official/business) intercultural
interaction: Culture and rapport in
Western-Chinese professional communication**

Jiayi Wang

University of Warwick

In today's globalizing world, intercultural communication research, which studies how people from different cultural backgrounds interact, is of growing importance. Numerous authors have written a great number of books and articles on China and how to do business with Chinese trying to explain Chinese to non-Chinese people. Currently however, the majority of the works are still the interpretations from a Western perspective and there is a dearth of study on Chinese' actual reaction to and perceptions of different peoples, especially from the perspective of Chinese professionals interacting internationally. I try to address this gap by exploring this Chinese perspective and compare it with Western peoples' perspectives.

The study uses rapport management theory (Spencer-Oatey 2000; 2008) to investigate the issues of relational management in Chinese-Western intercultural interactions. This research aims to look at how professional relations are constructed, maintained, enhanced, or threatened/damaged in professional intercultural interactions in order to explore the differences in underlying values, professional practices and discourse conventions that might affect rapport in interaction with Chinese.

The methodological considerations will be discussed in depth. Overall, there are several potential ways of data collection: video-recording of meetings, individual interview with businessmen and officials, group discussion, questionnaires, and a small ethnography, but how to choose and combine them effectively? These issues will be explored.

Let me tell you my story: Conducting narrative interviews as a novice researcher

Fatos Eren Bilgen

University of Warwick

Key words: Narrative interviews, reflective interviewing, novice researcher, narrative research

Let me tell you my story: Conducting narrative interviews as a novice researcher

Stories are a significant part of human existence and they exist in every corner of our personal and professional lives. In any teachers' staff room you can hear stories about their students, their practices and daily occurrences in their workplaces. As narrative is a universally shared phenomenon that helps us to make sense of our lived experiences, narrative interviews have become an important tool in social and educational research (Clandinin & Connelly, 2000; De Fina, 2009). Despite the fact that interviews are one of the most commonly used forms of data collection in qualitative research, it is difficult for novice researchers to access detailed information about the complex process of conducting interviews. Richards (2011) highlights the lack of attention given to interviewer training and stresses the fact that novice researchers are only given very general guidelines about conducting an interview. Uhrenfeld *et al.* (2007: 47) also state that 'strategies to assist novice researchers in developing their interviewing skills have been limited to date'. In the light of these arguments, the aim of this presentation is to share and reflect on my experience of conducting narrative interviews for the purposes of my study, which aims to explore and understand the pedagogic identity negotiations and practices of English speaking TEFL teachers in North Cyprus. The presentation will mainly focus on the importance of pilot interview analysis and reflective practice in developing narrative interview techniques for novice researchers.

Seeking Autonomy in Language Learning Perspectives with Q Methodology

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Key words: Autonomy in Language Learning, Q Methodology, Subjectivity, Student Teachers

Adapting Autonomy in Language Learning (ALL) among Malaysian student teachers may well be challenging when the experience of teacher-directed predominate their learning experiences. Thus, investigating the student teachers' perspectives of what ALL entails appeared to be the first logical step. Q Methodology, a systematic study of subjectivity is used to identify and categorize the different perspectives that the student teachers hold regarding ALL. This contributes to our understanding of their acceptance and/or resistance to adapting ALL. Some of the basic tenets of Q Methodology are introduced with illustrations from the process involved in implementing the study of ALL. The result showed four emerging perspectives of ALL, one of which is expounded in detail. The potential this methodology holds in the field of language learning and teaching concludes the presentation.

Exploring the development of teachers' beliefs through snake interviews: a constructivist technique

Anyarat Nattheeraphong

University of Warwick

This study explores Thai EFL teachers' beliefs concerning appropriate methodology in Thai secondary level English education. Since 'appropriate methodology' can be viewed at both the macro level of educational innovation and the micro level of individual classrooms with a focus on teachers as implementers of innovation, this study explores Thai EFL teachers' beliefs about appropriate methodology in order to understand 1) why certain innovations fail when they enter the classroom through teachers as change agents, 2) what teachers believe with regard to appropriate methodology, 3) why they hold such beliefs, 4) how their beliefs affect their classroom practices, and 5) how their beliefs and practices have developed and/or changed over time.

The participants in this study are three experienced English teachers who are all teaching in a secondary school in the Northeast of Thailand. A multi-method approach to data collection will be employed in order to obtain the required information and enable data triangulation. The four main research instruments utilised in the present study are: the research diary, semi-structured interviews, stimulated recall and 'snake' interviews. Data from the study will be analysed qualitatively in order to provide rich descriptive and interpretive accounts that are able to faithfully reflect the participants' beliefs concerning appropriate methodology and detail how these beliefs have developed and/or changed over time.

Since the research is still ongoing, the presentation will focus on the results of one particular constructivist technique used in the data collection: Snake Interviews. This technique can be used to facilitate the recall of critical incidents in the participants' lives and to investigate the development of participants' beliefs in order to understand how critical incidents contribute to their formation and development (Cabaroglu and Denicolo, 2008; Denicolo and Pope, 1990; Priestley *et al*, 1978).

**Team teaching and teachers' relationship management: Case studies of
collaboration between Foreign and Vietnamese English Teachers
in a Vietnamese university**

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Key words: Team teaching, rapport management, intercultural communication

In many non-English speaking countries, team teaching, which requires foreign and local English teachers to work together, has been particularly prevalent in English language classrooms. However, only a few studies have investigated foreign teacher (FT)-local teacher (LT) collaborative interactions or relationships. Most of which have largely been examined in the North American context and tended to use large-scale interviews, surveys and questionnaires to gather research data (Llurda, 2005). There have been only a few studies that do approach team teaching by virtue of rigorous qualitative methods (e.g., McConnell, 2000; Tajino & Walker, 1998). Therefore, the aim of this study is to explore team teaching experiences and gain a better understanding of the collaborative interaction between foreign and local English teachers in the context of English team teaching in Vietnamese universities in relation to their relationship management so that they can work effectively together.

This paper outlines research topic and methodology for a qualitative case study as well as presents in details the most effective data collection methods for team teaching and relationship management. The data collection design includes two phases:

Preliminary Study: Face-to-face and online interviews with 6 Vietnamese and 4 Foreign English teachers about their team teaching experiences at a university in Vietnam.

Main Study: Five data collection methods will be employed during one school semester with the participation of two pairs of English team teachers: audio-recording of participants' meetings; video recording of lessons; observing teachers' classrooms and informal interactions; formal semi-structured interviews; informal interviews/ chats, field note journals.

**Language needs analysis of business workplace in China and
its implications for the curriculum development for
the business language majors at the tertiary level**

Liang Liao
Coventry University

Key words: business English, language needs analysis (LNA), test, curriculum business language majors

This study is particularly interested in looking at the English language skills required of Business English language major graduates by international companies in China, and how the language needs perceived by the workplace can influence curriculum development in China. The aim of this study is to carry out language needs analysis (LNA) in the context of an international company representative of the workplace where English language skills are required, to see whether the compulsory test for college English majors, i.e. band 4 and 8 of TEM (test for English majors) could reflect the business workplace needs of employees' English language skills, and last to use language needs analysis (LNA) findings to inform the development of the curriculum for the Business language majors at the tertiary level in China.

This study will take a multiple sources/ methods approach to triangulate the findings in order to increase the credibility of the data. On the whole, it is more qualitative than quantitative.

In order to obtain an overview, an open-ended structured questionnaire will be sent to as many companies which are across China as possible to identify the English language skills required, strategies of communication in business community and common communicative events carried out in English in various companies. Online job descriptions would also be looked at to know the language skills required by the employers. Approximately 10 sample companies involving these main categories such as manufacturing, industry, trade, service would be selected for further in-depth multi-case studies. Semi-structured interviews with the managing department, HR department and senior staff, junior staff will be conducted respectively. Job-shadowing of some staff might be carried out. On the students' side, an open-ended structured questionnaire for the students from Business English department of Modern Economics and Management College (MEMC) of Jiangxi University of Finance and Economics (JUFE). Semi-structured interviews with the teachers working in MEMC of JUFE would also be conducted.

Data collection has not started yet.

Developing Achievement Tests: Common Misconceptions

Patricia Lorena Bustos and Yasir El Hag
University of Warwick

Key words: Language Testing and Assessment – Achievement Tests

According to the definitions of achievement test purposes and uses provided in the testing literature (McNamara, 2000; Heaton, 1990; Alderson, 1988; Henning, 1987), it could be claimed that achievement tests are the most essential and frequent types of classroom tests that English language teachers need to develop and use. However, some English language teachers tend to have some misconceptions about achievement tests that negatively affect their role in the assessment and learning process (Alderson, 2000). We expect that, due to factors like lack of proper training or reliance on intuition, a considerable number of average English language teachers share misconceptions and unrealistic expectations about achievement tests. To identify these misconceptions, this study reports on the findings of a questionnaire surveying the conceptions of 20 English language teachers from 15 different countries about achievement tests. Responding to the questionnaire, the teachers give feedback on how they perceive the purpose of achievement tests, in addition to how they actually design, develop, and use such tests. The study will go further to outline the consequences of these misconceptions and will give suggestions as how these consequences could be overcome.

Reader Response: Exploring Teacher Trainees Response to Literary Texts in L1 and L2 in Malaysian University

Kamsilawati Kamlun

University of Leicester

My research is driven by an interest in investigating the teacher trainee's own knowledge and experiences in reading literary texts in L1 and L2. It is crucial to explore these elements as they contribute to their later experiences when they become teachers. Therefore, the key consideration is to explore how these teacher trainees describe their prior experience of literary reading in L1 and L2; and how they compare their experiences of reading literary texts in L1 and L2. Therefore, this paper aims to discuss proposed research methods/paradigms in my research. I will discuss in further detail of my choice of methods and consider their implications for my proposed study which will include the formulation of my research questions. This is followed by the justification for my choice of paradigm i.e., mixed-method using both quantitative and qualitative approaches. Bryman (2004) puts forward a number of arguments for what he terms not mixed methods but the combining of quantitative and qualitative research which include; the logic of triangulation, an ability to fill in the gaps left when using one dominant approach. The use of quantitative research is to facilitate qualitative research, gaining the perspective of the researcher and the researched, to address the issue of generality and to study different aspects of a phenomenon. Finally, the paper concludes by strengthening the relevance of using the chosen paradigms to understand the issues that emerge in specific educational contexts which, in my case, is the Malaysian context.

Discourse Analysis of Young women of English Language Learners and Functioning of Code Switching in the Multilingual Sindhi Society of Pakistan

Farida Ali Nawaz Panhwar

Sussex University

Key words: Discourse Analysis, Code Switching, Multilingual

The present study will investigate the discourse analysis of Sindhi young women of English learners and the function of code switching in the multilingual society of Pakistan.

Regardless of institutional forces, people's linguistic repertoires are deeply influenced by their peers. Although Sindhis study English and Urdu as official languages and English is the medium of instruction, in practice their spoken language production is defined by peer association. The linguistic repertoires of Sindhi vary in interaction according to demands.

Significance of the study

The present study is an attempt to point out the functions of CS in the discourse of Sindhi young women in their day -to -day language use in relationships with their social intimacy and find out the reasons for the code CS behaviour in the multilingual society of Pakistan. In Pakistan such research is hardly conducted and I guess that it the first kind of the research on Sindhi-Urdu-English in local scenario.

Methodology

The natural and informal conversation of the young ladies outside the classes of colleges and universities or any social events or gatherings will be recorded. All the recording will take place at different places in rural and urban areas and data will be analysis through a sociolinguistic approach which is concerned with the role of social factors in the occurrence of code switching.

Given that English is an International Language, is there any Role for Immigrant Literature in Teaching EIL?

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Key Words: EIL, Immigrant literature, Interculturality

The needs for an interest in learning English around the world have made this language international. One of the primary aims of teaching English as an international language is to enable learners to share their ideas and cultures, and one of the main advantages of using literature in language classrooms is that it expresses cultural values as well as universal human values. In this paper I argue that the use of Immigrant literature in an EFL context can develop understanding of cultural differences which may also help in establishing interculturality, one of the goals of teaching culture in language education. Moreover, immigrant literature can present a relatively realistic image of immigrant and multi-cultural life and can promote intercultural understanding. I will advance this argument in my paper by focusing on Iranian immigrant literature. I will also suggest some important factors in the selection of literary materials for the purpose of developing intercultural competence in language learning classrooms, and provide some pedagogical examples with real texts to illustrate this argument. Finally, I will point out issues which may impede the usage of immigrant literature in Iran, and suggest some possible solutions.

Student Plagiarism and Cultural Diversity

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Keywords: Student plagiarism, Academic writing, Cultural diversity, Quality and standards

Plagiarism is one of the greatest concerns in Higher Education today and it is becoming increasingly prevalent among students around the world. Many researchers believe that nationality can influence students' academic behaviour and suggest that cultural disparities are the root cause of the plagiarism problem.

The authors of this paper are involved in a European-wide research project IPPHEAE (Impact of Policies for Plagiarism in Higher Education across Europe) which is a comparative study of procedures and policies for detecting and preventing plagiarism, covering 32 countries. The project includes a survey of teachers, students and managers from various HE institutions across Europe and will help raise awareness in participants and the wider community through effective dissemination and introduction of improved practices for dealing with student plagiarism.

Being part of IPPHEAE, the two authors have an opportunity to focus on their own research. Their projects are offshoots of the main research and focus on linking cultural diversities with creation of appropriate plagiarism mitigation frameworks. The aim of the first project is to investigate differences in attitudes of European students towards academic dishonesty and to analyse the HE systems in which they gain their educational experience. The second one involves research into the Nigerian higher educational system aiming to reduce plagiarism by investigating underlying causes which may be relevant in formulating effective mitigation measures.

The paper seeks to add to the body of knowledge and evaluate the effect of cultural diversity on student plagiarism by presenting the work of three interrelated projects launched at Coventry University.

An action research-based exploration of giving instructions

Sandra Michalska

University of Warwick

Key words: Action research, Reflective practice, Peer-teaching

Being an MA in ELTSM student at the University of Warwick enabled me to conduct an action research/reflective practice project for the Professional Practice Module last term. During my first peer-teaching experience I faced problems with giving instructions, and therefore decided to investigate this particular aspect of my teaching to improve it the second time I taught. A literature review on the topic shed some light on my overall research question: *how can I make my instructions more effective?* and sub-question: *what linguistic and procedural features might make my instructions more effective?.* Of much more value, however, were three classroom observations which I carried out using my own framework and eight interviews I conducted with experienced teachers. Additionally, I registered on the British Council Teaching English website to learn from teachers from all over the world, establishing a blog regarding giving instructions, and asking for advice on how to improve this aspect of my teaching. By conducting this research I feel that I gained considerable insights considering: preparation for instructions, linguistic characteristics of effective instructions, repetition and paraphrase, demonstration in giving instructions, getting students' attention before giving instructions, teacher's behaviour/position/movement when giving instructions, visual support, additional materials and use of handouts with written instructions, and checking comprehension of instructions. All I learnt during the research had a profound influence on my second teaching and enabled me to improve in the investigated area significantly. I will present what I have acquired during the research and show excerpts of both lessons to illustrate the improvement.

The Effect of Race, Gender, Class on Learning Second Language

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Key words: Race, Gender, Class, Education, Second language learning.

This paper, combining the literature of sociology of education and second language education, examines the effect of race, gender and class on learning second language. In the literature of sociology of education, the effect of race, gender and class on educational achievement has been examined in detail. However the effect of these variables on learning second language has not been studied. This research aims to fill in this gap. The research has two main parts. The first part reviews the literature on effects of race, gender and class defended by theorists of educational inequality such as James Coleman, Bowles & Gintis and Pierre Bourdieu and establishes a theoretical framework for why these socio-demographic factors are key to understand the students' command of second language. The second part of the research provides empirical evidence. The empirical research is conducted on two main private universities in Istanbul. Convenient quota sampling has been used. 100 university students covering a wide-range of departments participated in the research. The participants are given a questionnaire which surveys their demographic information and an English proficiency test which examines students' skills on reading comprehension, command of English and grammar. Multiple regression analysis is conducted, which controlled for students' overall success at universities. The findings reveal that socio-demographic factors have a significant effect on students' level of English proficiency. However, the effect of race, gender and class on command of second language is not identical with their effect on educational success in general.

**Phonaesthesia in twelve English onset consonant clusters:
An empirical validation**

Michael Willett

Cardiff University

Key words: Phonaesthesia, Phonosemantics, Iconism, Sound symbolism, Stylistics

This paper introduces my doctoral research, an attempt to test Firth's (1930; 1957) concept of phonaesthesia productively. Phonaesthesia is the notion that relationships between linguistic forms and their meanings are not always arbitrary, but can be iconic, by virtue of certain forms being disproportionately present in lexical items with similar semantics. For example, the onset /gl-/ often occurs in words with semantics of light: glisten, glint, glimmer, glitter, gleam, glow, gloaming. Many studies suggest that such iconism exists theoretically, but whether native speakers productively recognise it has gone largely unstudied.

This paper discusses my pilot study. Twelve English onset consonant clusters are tested for phonaesthesia. Eleven are hypothesised by Firth (1930; 1957) and the twelfth by subsequent scholars (cf. Bowles, 1998; Sadowski, 2001). The research method is an electronic survey, testing whether speakers disproportionately attribute the phonaesthemes to the semantic domains indicated in the literature. Respondents are asked to match images to coined words, or invent definitions for coined words. The respondents are five native English speakers and five native Polish speakers (a control sample). As speakers of a Balto-Slavic language, the native Polish respondents should not attribute the same meaning to onset clusters as English speakers do.

Despite its small sample size, the pilot finds that English speakers tend to attribute meaning to the onsets with greater frequencies than Polish speakers. This indicates the first productive, empirical support for the twelve phonaesthemes, which is statistically tested across a larger respondent cohort in the main study (currently in progress).

Language Contact in International Aid Work

Nathan Page

York St John University

This paper will describe the progress of my PhD research project, which is based on verbal communication between Japanese voluntary workers and Kenyan interlocutors. The Japanese speakers are members of JICA, Japan's equivalent of the VSO or Peace Corps. Members of the organisation are specialists in particular fields such as education or healthcare, and are despatched to work in various countries including Kenya.

Training in a useful contact language is provided to the volunteers before they leave Japan, and further languages are studied on arrival at their destination. For the pre-service language training, a significant question is which model of the contact language is suitable for these learners, and how the plurilithic nature of international language use should be addressed. As a former English instructor at the training centre, my interest is to analyse examples of language contact post-training, and consider the pedagogic implications for future volunteers.

An initial exploratory study is currently under way with three JICA volunteers working as HIV controllers in Western Kenya. The participants make audio recordings of themselves at work, which are then transmitted via email. This conversation data is then analysed in terms of form and function, although this is at an exploratory stage and is not a fixed procedure. Theoretically, the project is connected to various fields in applied linguistics, including the World Englishes and English as a Lingua Franca movements. The paper will present an overview of the project to date, including methodological issues which are under consideration for the follow-up study.

Working across cultures? The Engineering Lecture Corpus (ELC)

Siân Alsop

Coventry University

Universities across the world use the lecture as their primary means of instruction. Delivery is increasingly through the medium of English - even when English is not the L1. In this world of global exchange, is it simple, practical, even possible for academics to lecture in an overseas context? The Engineering Lecture Corpus (ELC) compares the spoken language used to train engineers across cultures. The ELC currently consists of 60+ videoed, transcribed and marked up lectures from universities in the UK, Malaysia and New Zealand. As well as traditional TEI mark up, pragmatic functions - including: Story, Summary, Humour, Prayer and Defining - have been identified. Analysis of these functions within the cross-cultural corpora will aid understanding of the extent to which linguistic similarities enable smooth working across cultures, or whether the differences are such that they cause significant impediment.