



Centre for Applied  
Linguistics

THE UNIVERSITY OF  
WARWICK



16<sup>TH</sup> Warwick International  
Postgraduate Conference in Applied  
Linguistics

25 – 26<sup>th</sup> June 2013

*ABSTRACTS*

## Themes

<b>ELLTA</b> English Language Learning, Teaching and Assessment	The talks focus on how language learning is a complex social, cultural, psychological and educational process, embedded in particular contexts.	Page 5-20
<b>WACC</b> Working and Communicating Across Cultures	The presenters attempt to reveal how the social context (both micro and macro) has a major impact on people's language use and interactional behaviour, by drawing especially on work in pragmatics and discourse.	Page 21-31
<b>POSTER presentations</b>	The presenters display their research in a visual format.	Page 32-38

The conference is organised by postgraduate students and staff members in the Centre for Applied Linguistics, University of Warwick.

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**Keynote Speakers for the Conference**  
(Wednesday, 26<sup>th</sup> June)

**Professor Zoltán Dörnyei**  
(University of Nottingham)

*Motivation and the vision of knowing a second language*

Everybody who has ever taught or learnt a foreign/second language (L2) knows that motivation plays a vital role in language learning. But what exactly is ‘motivation’? And how can we use motivation theory for practical purposes? In this talk I will first briefly describe a new approach to the understanding of L2 motivation, the ‘L2 Motivational Self System’, whose key component is the ‘Ideal L2 Self’, which is the language facet of the vision-like representation of all the attributes that a person would like to possess. Then I will discuss the practical implications that this new conceptualization of motivation offers: it opens up a novel avenue for promoting student motivation by means of increasing the elaborateness and vividness of self-relevant imagery in the students. In the final part of the talk I will offer several practical techniques that language teachers can use to motivate learners by creating in them an attractive vision of second language mastery.

**AND**

**Dr. Regine Hampel**  
(Open University)

*Task design and learner engagement in a virtual learner environment*

Online tools such as forums, wikis and blogs lend themselves to learners negotiating meaning and co-constructing knowledge across space and time. However, not enough is known about how activities need to be designed to make best use of the possibilities of complex virtual learning environments (VLEs) to motivate and support learners, foster interaction, and contribute to knowledge construction. In my presentation I will introduce a model for task development based on Richards and Rodgers (2001), which takes into account the theoretical framing of the tasks, the pedagogical context, and the implementation in the classroom (Hampel 2006). I will then apply this model to the development of online activities in a distance language course using a Moodle-based VLE. I will focus in particular on the pedagogic design of the activities and the use that learners made of them. In the context of a two-year study, quantitative and qualitative data were collected, consisting of Moodle user logs, learner surveys and learner interviews. The findings in year 1 – which related to task type, tool preference, rates of active and passive participation, individual engagement and levels of e-literacy – informed the re-designing of activities in year 2. Further data were collected and I will conclude by showing the impact that these changes had on learner engagement.

## **EFL teachers' roles in promoting students' collaboration in online wiki collaborative writing activities**

*Maha Alghasab*  
(University of York)

The use of wikis in language learning has recently captured researchers' attention due to its effectiveness in enhancing students' writing and collaborative skills. This paper aims to highlight some substantive gaps and methodological limitations, observed in previous research, in the use of this particular technology in Second and Foreign Language (SL/FL) classrooms. Substantively, it has been found that the majority of studies tended to investigate students-students interaction while writing collaboratively in wikis contexts, marginalizing teachers' roles in promoting students' collaboration, although, other studies found that teachers play vital roles in promoting effective collaboration in face to face contexts (Fall et al., 1997; Mercer, 1996; Warwick & Mercer, 2011; Webb, 1995; 2009). This paper, therefore, argues that it is crucial to consider language teachers' roles in promoting students collaboration in online wiki contexts. Methodologically, although the functionality of wiki supported both the writing and the discussion processes, most of research was devoted to either investigating the interaction that occurred in the writing space (i.e. text mode) or the wiki forum (i.e. threaded mode) separately. In the text mode, researchers were concerned about the writing process and how language learners would construct text together on wikis. In the threaded mode, researchers tended to analyse the pattern of interaction that occurred between learners while constructing text together on the wiki (the discussion page). To fully understand the nature of collaboration, it is argued in this paper, that there is a need to overcome this methodological limitation by analysing both levels of interaction.

## **Reflecting for Specific Purposes: a study of Nigerian English language teachers**

*Timi Hyacinth  
(University of Warwick)*

Three Master theorists (Dewey, Schon and Freire) offer three perspectives of reflective inquiry and change at individual, professional and socio-political levels as they agree that ultimately reflection is thought and action. We can infer from their theories that we all have a latent ability to think and how we use this ability matters. While Dewey (1933) theorizes reflection as a way of thinking; Schon (1987) extends it as a way of thinking about Practice (a way by which professionals become more skilled). For Freire (1970), reflection has the potential to bring emancipation when people engage critically with the object of their oppression. A study of Nigerian English language teachers shows how teachers who have no knowledge or understanding of the three theoretical frameworks change themselves and their practice through an apparent progression through a spectrum of reflection; reflective inquiry and reflective practice that is characterized by how they use reflection. For these ELT practitioners; reflecting about their English language practice begins from the point of view of intuition; becomes more deliberate for some, and eventually more systematic. By reflecting for specific purposes they illustrate the capacity of reflection for bringing change by making implicit knowledge and experience more explicit. Five types of reflection emerge from the data: learner-centred reflection; teacher-centred reflection; knowledge-centred reflection; skills-centred reflection and reflection-as-tool-box. These five areas include a range of experience and knowledge-in-use that imbibe thought and action with a capacity to bring about the much needed change in the present Nigerian English language teaching context.

## **Changing Attitudes to Peer Learning in Initial Teacher Education in Vietnam**

*Thi Mai Huong Nguyen  
(University of Nottingham)*

The research focuses on student teachers' learning through peer feedback in Vietnam, where traditional attitudes towards teachers' and learners' roles promote passivity amongst students and unquestioning respect for the authority of teachers' knowledge. My research investigates factors that enhance peer feedback, and barriers that hinder it, in order to identify the most appropriate strategies to be employed to bring about a change for the better in Vietnamese teacher education. This is practitioner research developed in an action research paradigm in a major teacher training institution in Vietnam. The data collected comprised questionnaires, student teachers' journals and the researcher's field notes. The findings reveal that student teachers were willing to accommodate and accept change and were often very enthusiastic about different patterns of teaching, which included peer evaluation and peer feedback. However, the student teachers' strongly held beliefs about relative roles of students and teachers remained firmly fixed. The paper argues that the most productive way of incorporating peer learning into Vietnamese teacher education is to respect these deep seated cultural beliefs. I argue that the focus for transforming teacher education should be on promoting the responsibility of the tutors to introduce students to new ideas about the processes of teaching and learning, both at the theoretical and the practical level. My evidence suggests that this strategy is likely to be more supportive of student teachers' development as it allows them to separate the processes of teaching from the culturally dominant beliefs about roles which are part of their established identities.

## **Working Together towards Enhancing ESL Teaching**

*Kalina Saraiva de Lima  
(University of Southampton)*

Municipal ESL teachers in Northeast Brazil are faced with problems such as the scarcity or lack of resources; lack of opportunities for CPD (Continuing Professional Development) courses; lack of attention to English on the part of the government; and classes too large. In my action research a CPD course was conducted to 20 in-service municipal ESL teachers and has had the purpose of providing those teachers with an opportunity to improve their own linguistic skills and confidence as teachers of English writing, and of equipping them to find longer term solutions for the challenges they encounter in their practice. It was based on reflective practice (Dewey, 1933; Freire, 1972, 1974), with a focus on writing and creativity (Harmer, 2007; Hyland, 2003; Reid, 2001). The research question addressed here is:

What is the impact of a CPD course in English writing pedagogy on participants' beliefs about future practices in English writing teaching?

The tools utilised to address the research question were two-fold: in-class pieces of writing as participants' reactions to the workshops carried out in the course as well as the teaching materials produced. Preliminary results show that these teachers benefited from the opportunity to share ideas and together design teaching materials applicable in their context. Moreover, a difficulty regarding time to prepare teaching materials was observed as well.

**Vowel clarity, Syllable structure and Speech rate as  
discriminating cues: Natural speech, F0 and Spectral  
inversion**

*Imen Ben Abda*

*(Higher Institute of Languages in Tunis)*

It has often been felt that every language may be assigned to a specific rhythm type. “Foot-timing” or “Stress-timing” is exemplified by English and Arabic and “syllabic rhythm” or “syllable-timing” is exemplified by French and Chinese. In the first group, the tempo depends on the foot and stressed syllables tend to recur at regular time intervals. In the second category, the tempo depends on the syllable and all syllables, stressed or unstressed, tend to be produced at equal time intervals. However, the main problem was trying to find experimental evidence or acoustic correlates of language rhythm in the speech signal and since the late 1960’s linguists have been trying to provide empirical support for the ‘isochrony theory’ with more or less success (Bolinger, 1965; Roach, 1982; Dauer, 1983). In this research, I have adopted a perceptual approach by using language discrimination experiments based on techniques such as Fundamental Frequency (F0) and spectral inversion, in order to decide the rhythmic typology of different languages as well as English and Arabic dialects. Results have brought evidence that the subjects’ perception of the different speech samples strongly accounts for rhythm classes. They were able to perceive rhythmic differences and similarities among languages and dialects exhibiting the same as well as different rhythmic patterns. They used segmental and especially suprasegmental cues, mainly rhythm and F0 as discriminating factors.

## **English Language Curriculum Innovation: Attitude, Practice and Challenges in Syria**

*Abdulqader Alyasin*  
(University of Warwick)

The presentation is intended to explore the teaching-learning interaction in classrooms from Syrian intermediate-level schools. Recent official policies have introduced CLT into English language classrooms, developed a new communicative curriculum and made an English-only policy mandatory. With this novel approach to teaching English in the country, I endeavour to report the progress of my PhD research in relation to how the education policy and the participants' views and interpretations shape classroom interaction. The analyses of classroom interaction transcripts and interviews with teachers will be guided by the following three research questions: • How do teachers respond to the policy and curriculum in terms of their communicative practices in EFL classes? • What are teachers' attitudes towards CLT and language use? • What are the factors and challenges that assist or impede the implementation of the official plans? Initial findings are provided in relation to teachers' attitudes and negotiations of the communicative curriculum and the English-only policy (Liu et al., 2004) in their interaction with students. The study sheds new light on this under-explored context and investigates not only the micro classroom practices and their reflection of the intended macro policies, but also the factors and challenges (Nunan, 2003; Hiep, 2007) that contribute to the shaping of English language classroom talk. In addition, the research represents an attempt to uncover aspects of classroom discourse that, it is hoped, would come up with insights for policy makers, teacher educators and teachers (Savignon, 2002).

## **Phonological Representation in Course Materials: Whose English?**

*Elizabeth Pinard*  
(Leeds Metropolitan University)

The role of English in the world today, as a Global and International language, has been the subject of much debate in the last decade, with the role of Standard British English (SBE) being called into question. Content analysis of language materials can offer an insight into how far the applied linguistic research and trends are reflected in what is being taught and learned in the classroom. The current study focuses on phonological representation, investigating the sociocultural spread of accents found in New Cutting Edge Intermediate, a popular global coursebook which claims to bring “the real world into the classroom”, comparing it with Gray’s (2010) findings on the similarly successful New Headway Intermediate, using the phonological component of Gray’s (2010) content analysis framework and finding that RP/modified RP still predominates. The study finishes by exploring potential reasons for this and recommending potential directions for further research.

## **Teaching Greek as an additional language in the mainstream classroom: Case study of two secondary classrooms**

*Charalampia Karagianni*  
(King's College, London)

The aim of my study is to investigate the teaching of Greek as an additional language (GAL) in two mainstream secondary classrooms, where Greek language learners (GLLs) and native Greek-speaking majority pupils have been placed together. The need to teach GAL in public schools in Greece has emerged in the last 15 years as an increasing number of immigrant pupils have been entering the Greek public school system. This has placed new challenges on the Greek language teachers (GLTs) who are expected to teach GAL to GLLs in mainstream classrooms without having the appropriate preparation and support from the Greek educational system (see Damanakis, 2000; Karagianni, 2010). It will therefore be of interest to investigate what actually happens in real classrooms where GLTs are expected to teach the Greek language to children from different linguistic and cultural backgrounds. Such an investigation would be helpful in the development of GAL pedagogy (see Breen et al., 2001). Specifically, I aim to explore the pedagogical principles and teaching approaches of two GLTs from their own perspective by observing and by discussing with them about their lessons. I also aim to understand the local education environment by observing classrooms' context as context plays an important role in shaping teachers' approaches. To do this, I adopt a qualitative case study approach to describe and explore the GAL teaching in-depth and holistically. To analyse my data, I adopt interpretive data analysis approaches to interpret the meanings of teachers' approaches from their perspective (see Erickson, 1986).

## **Conflicting discourses of teachers' professional development in a Saudi Arabian University**

*Hussein Assalahi*  
(*University of Exeter*)

This paper aims to report on a doctoral research study which has sought to critically analyze the dynamic interplay between various discourses that inform EFL teachers' professional development (PD) at the English Language Institute (ELI) at a university in Saudi Arabia: professionalism and teachers' professional community. Whilst the literature provides various models which inform PD policy and practice in different contexts, it is argued that this is a reductionist view of PD which failed to address wider inherent discourses of professionalism. There is a pressing need therefore to provide a more holistic view that contributes to our understanding of the complexity of PD. The study is informed by critical-postmodernist perspectives and aims to emancipate the participants by deconstructing the hidden discourses underpinning taken-for-granted acceptance of the 'entrepreneurial professional' model of PD as unproblematic and without consequences. Semi-structured interviews were conducted with 12 ELI instructors. Finding showed that although participants have negative perceptions of PD, they were powerless to change the status-quo. It has been found that various social, cultural and political powers legitimize discourses of standardization, internationalization and status of English language which justify the imposition of the 'entrepreneurial professional' model of PD. This has engendered a dysfunctional community and placed teachers in conflictive environment; between the need to act professionally in maintaining their professional growth and caring for the students, and the need to satisfy powerful managerialist orientations of the employer. Confirmatory data provides insights into the complexity of PD and contributes to new conceptualizations of PD change.

## **Oral instruction in EFL classrooms: A teacher and student cognition perspective**

*Askat Tleuov  
(University of Bath)*

There have been a number of recent studies with a particular interest in exploring the extent to which teachers' stated beliefs correspond to their classroom practices. The evidence suggests that what teachers say is not always congruent with what they do. However, further insights are needed into the nature of the tensions between belief-practice relationships and how these impact on second language learning and teaching practices. The purpose of this presentation is to introduce the design of a research project which I am currently developing as a first-year PhD student at the University of Bath. The study aims to examine oral instruction in Kazakhstani EFL classrooms from a language teacher cognition perspective. In line with the aforementioned tradition of research, the main research question which the study addresses is: To what extent do the teachers' stated beliefs about teaching oral English correspond to their actual classroom practices? This phenomenon will be studied from four major dimensions - teacher experience level, teacher constructed context, core-peripheral belief relationship and student expectations, thus combining an interest in both teacher and student cognition. In addition to outlining the multidimensional approach of my project, I will discuss its research design and data collection methods and will outline the gaps which it aims to address within language teacher cognition research.

## **Revisiting ‘authenticity’ in English language classrooms**

*Erkan Kulekci*  
(*University of Warwick*)

Although the notion of authenticity has been revisited and discussed in the field of English Language Teaching (ELT) over recent years, it is usually described within a very limited framework which mainly focuses on the quality of texts used in the language classroom. In fact, authenticity can be described as ‘the result of acts of authentication, by students and their teachers, of the learning process and the language used in it’ (van Lier, 1996, p.128). Thus, it is a relative matter (Breen, 1985) and we should embrace a more hybrid view of authenticity in ELT. In this presentation, I will talk about my research-in-progress on exploring the multi-dimensional and dynamic nature of authenticity in English language classrooms in Turkey. After pointing out the gap in research on authenticity in ELT, I will present the research questions and describe the research design and theoretical framework adopted in this study. Then, I will introduce a model for conceptualisation of authenticity in the language classroom. Finally, I will share some findings from the initial data analysis in order to address how teachers and learners authenticate the process of language teaching and learning. Data samples that will be shared in this presentation to discuss findings have been collected in a high school classroom in Turkey (9th grade) through multiple research methods such as semi-structured interviews with students and their teacher, classroom observations and documents.

## **Changes in English language proficiency, learner self-concept and L2 use anxiety as outcomes of participation in the ERASMUS programme**

*Gianna Hessel  
(Oxford University)*

This paper will discuss findings from an on-going research study that investigates the potential contribution of participation in the EU's ERASMUS student exchange programme towards the development of English language proficiency, intercultural competence and learner self-motivation. The study employs a mixed methods design, in which German university students who applied for an ERASMUS exchange with a British university for the academic year 2012-2013 and have either been accepted onto the programme or rejected from the abroad and comparison groups. C-tests of overall English language proficiency and questionnaires with a host of outcome and potential predictor variables for learner development are employed at three points: at the onset of the study abroad period, one term into the programme and prior to the students' return. This naturally-occurring evaluation is complemented by a multiple case study of 15 participants abroad, who are repeatedly interviewed and asked to comment on critical incident scenarios. These cases complement and contextualize the developmental patterns found in the larger sample to illuminate the ways in which studying and residing abroad may facilitate learning in the abovementioned domains. This presentation will focus specifically on the analysis of changes in English language proficiency, present and future-orientated aspects of learner self-concept and L2 use anxiety as outcomes of participation in study abroad. This includes comparing the development of both groups and examining learner development abroad in more detail, including the role of interactions within the international student community.

## **Teacher Education and Teacher Change – Myth or Reality? Voices from Pakistan**

*Mirat al Fatima Ahsan  
(University of Oxford)*

Studies on teacher education and teacher change in both Second Language teacher education literature (Borg, 2003; Woods, 1996) and higher education literature (Biggs, 1989; Ramsden, 1992), all seem to voice similar concerns regarding teacher education initiatives having only a limited impact at best on students teachers' entrenched beliefs (Borg, 2003; Bullough, Chan & Elliot, 2004) perceptions, personal theories (Clark & Peterson, 1987), conceptions (Dall'Alba, 1991, Fox, 1983; Martin & Balla, 1991). Roberts (1998) notes that teachers often "... filter out training interventions or interpret input so that it fits in with their framework of thinking about teaching". This then raises questions for developing contexts such as Pakistan, where, bodies such as the Higher Education Commission (the HEC)- a body regulating higher education and tertiary education in Pakistan, claims to have spent 6.5 billion US dollars in improving education (Ghazzanfar, 2005), including investing in teacher education programmes/initiatives. These questions become even more pressing when descriptive data from small scale studies such an MPhil study on six ELT (English Language Teaching) teachers' conceptions of teaching and learning and the impact of teacher education on these, indicate the existence of an embedded conception which appears to impact on teachers' engagement with teaching and learning. Hence this paper seeks to explore the dialectic between teacher learning and teacher change through discussing the initial findings of a 14-month study where two participant teams in two cities in Pakistan were engaged in jointly designing and but individually and contextually implementing an intervention project in their classrooms.

## **The Pearson Test of English: Academic (PTE Academic) and Student Performance at University**

*Roy Wilson*  
(*University of Warwick*)

My study concerns a fairly recent entrant to the testing of academic English field, the Pearson Test of English Academic (PTE Academic), launched in 2009. My mixed methods research will look at PTE Academic test profiles of students (the scores), what they imply or claim on the students' behalf, and the students' actual academic performance as evidenced from grades, questionnaires and interviews with students, their academic tutors and lecturers. Many such predictive validity studies have already investigated whether there is a link between academic English proficiency test scores, and subsequent academic performance at university (O'Loughlin, 2008, Ingram & Bayliss, 2007, Woodrow, 2006, Feast, 2002, Cotton & Conrow, 1998). Overall, despite generally finding positive, weak correlations between GPA (Grade Point Averages) and entry test scores, the predictive ability of language tests is generally weaker the more the language score increases above the admissions threshold (Hirsch, 2007). Taking a mixed methods approach may help to investigate further the links between these academic language tests and the actual experiences and performance of students once they are on their tertiary courses. I will also look at perceptions of students' academic readiness among both staff and students (Rea-Dickens et al, 2007, Banerjee, 2003) which also consider linguistic proficiency. What new insights can my study provide apart from focusing on the PTE Academic as a new player to the academic testing arena? Ultimately, can score profiles actually imply a certain language behaviour? (Bayliss & Ingram, 2006). Issues of test construct and "authenticity" (Bachman, 1990) will also come in for consideration in judging whether the test actually reflects the "authentic" experience of university for the test-taker and whether the scores can actually predict future behaviour and performance in academia.

## **The Weakest Link: Examining the Middleman Issue in an English Language Teacher Education Programme**

*Ejovi Annmarie Emarievbe  
(University of Sunderland)*

The paper, which is based on one of the findings from a PhD thesis, examines the middleman issue in an English Language teacher education programme in a second language context. It highlights an important niche carved out by the subject/class teachers for themselves in the programme design, especially in the training of student teachers during the practical teaching exercise. To a very great extent, their role and influence on the English language teacher education programme remains greatly unacknowledged, if not completely neglected, as most evaluation programmes tend to focus mainly on the programme within the contexts of given institutions without paying much attention to the placement schools where student teachers engage in practical teaching. This paper, thus, identifies the middleman as the weakest link in the programme design. The study utilises the case study and naturalistic inquiry as its main research methods, employing interview, observation and document examination as its research tools.

## **The Korean EFL teachers' beliefs in relation to innovative English language teaching in Korea**

*Hanna Lee  
(Leeds Metropolitan University)*

According to the future educational policy agenda presented in Korean government reports, change in the educational environment is absolutely indispensable to keep up with rapid social and economic changes. Korea came second in the Programme for International Student Assessment (PISA) rankings in 2009, and ranked 29th in the International Institute for Management Development (IMD) educational competition in 2011. Press reports acknowledged that the test results were high. However, in terms of learning interest, confidence and motivation, Korea was below the average in the world because Korean students tended to receive a standardized education which focused only on college entrance exams. Based on this, the new educational policy has been under consideration by the Korean government recently. The focus of the government is to push ahead with educational change and educational information using innovative ICT technologies; individualized educational programmes that are personal for each student; expansion of educational opportunity and information accessibility; improvement of the physical classroom environment. Based on this background information, I started to think about teachers' personal thoughts and perceptions in relation to the innovative policy changes. I especially focus on the SMART education policy in South Korea. I investigated the relationship between teachers' beliefs (1) and teachers' use of advanced technology in ELT, (2) and innovative policy changes, (3) and various factors that affects their beliefs. I collected data for nine months, from March to November in 2011, and two different groups took part in my research: 14 Korean in-service English teachers and one school commissioner. I mainly used the following three research methods: interview, classroom observation, and diary. This study is as a PhD research project, and I have tried to approach to teachers' beliefs from various angles.

## **A Study of the Correlation between Language Learning Motivation and Language Learning Strategies**

*Anqi Wang*  
(University of York)

The purpose of this study is to investigate the relationships among language learning motivation, language learning strategies and academic major differences by Chinese university students. It may have pedagogical implications for English language teachers at universities in China. The research questions are as follows: 1. Are there relationships between intrinsic motivation, extrinsic motivation, amotivation and the overall language learning strategies? 2. Are there relationships between intrinsic motivation, extrinsic motivation, amotivation and the six types of language learning strategies (memory, cognitive, compensation, metacognitive, affective and social)? 3. Are there relationships between the three kinds of intrinsic motivation (knowledge, mastery and stimulation), the three kinds of extrinsic motivation (identified, introjected and external regulation) and the six types of language learning strategies (memory, cognitive, compensation, metacognitive, affective and social)? 4. Is there a difference in the correlation between language learning motivation and strategies by different academic majors? The participants will be fifty-six 1st year university students who are learning English as a foreign language. Twenty-six students are majoring in Law, and the other thirty students are majoring in Geology. This study will adopt a quantitative research design. Raw data will be collected by Motivation for Language Learning Scale (MLLS) adapted from Academic Motivation Scale (AMS) College Version, Strategy Inventory for Language Learning (SILL) ESL/EFL Version and a background questionnaire. SPSS will be used to do data analysis.



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

**Conference Programme**  
Wednesday, 26<sup>th</sup> June 2013

Themes	
English Language Learning, Teaching and Assessment	ELLTA
Working and Communicating Across Cultures	WACC

09:00am – 9:30am	<b>Registration</b> (main atrium, Ramphal building)			
9:30am – 9:40am	<b>Welcome Address (R0.21)</b> Prof Helen Spencer-Oatey			
9:40am – 10:40 am	<b>Plenary (R0.21)</b> Dr. Regine Hampel (Open University) <i>Task design and learner engagement in a virtual learner environment</i>			
10:40am – 10:50am	Dr. Emma Smith (R0.21) <i>Research Skills Support</i>			
10:50am – 11:05am	Coffee Break			
	<b>ELLTA</b>		<b>WACC</b>	
	<b>Room R1.04</b>	<b>Room R1.13</b>	<b>Room R0.14</b>	<b>Room R1.15</b>
11:05am – 11.35am	Maha Alghasab (University of York)  <i>EFL teachers' roles in promoting students' collaboration in online wiki collaborative writing activities</i>	Timi Hyacinth (University of Warwick)  <i>Reflecting for Specific Purposes: a study of Nigerian English language teachers</i>	Meilin Zhan (University of Edinburgh)  <i>Chinese Students' English Names and English Native Speakers' Interpretation</i>	Samaneh Zandian (University of Warwick)  <i>Young Learners in Iran and their Understanding of Intercultural Issues</i>

<p><b>11.40am</b> - <b>12.10pm</b></p>	<p>Thi Mai Huong Nguyen (University of Nottingham)</p> <p><i>Changing Attitudes to Peer Learning in Initial Teacher Education in Vietnam</i></p>	<p>Kalina Saraiva de Lima (University of Southampton)</p> <p><i>Working Together towards Enhancing ESL Teaching</i></p>	<p>Mary Vigier (University of Warwick)</p> <p><i>Managing Interactive Processes in Multicultural Teams</i></p>	<p>Ani Hakobyan (University of Oxford)</p> <p><i>Willingness to Communicate across Cultures: understandi ng 'Confucian confusions'</i></p>
<p><b>12.10pm</b> - <b>1.10pm</b></p>	<p><b>Lunch</b> (main atrium)</p>			
<p><b>1.10pm-</b> <b>1:30pm</b></p>	<p><b>Poster Session</b> (R0.12)</p>			
<p><b>1.30pm-</b> <b>2.30</b> <b>pm</b></p>	<p><b>Plenary</b> (R0.21) Prof. Zoltán Dörnyei (University of Nottingham) <i>"Motivation and the vision of knowing a second language"</i></p>			
	<p><b>Presentations</b></p>			
	<p><b>Room R1.04</b></p>	<p><b>Room R1.13</b></p>	<p><b>Room R0.14</b></p>	<p><b>Room R1.15</b></p>

<p><b>2.35pm</b> – <b>3.05pm</b></p>	<p>Imen Ben Abda (Higher Institute of Languages in Tunis)</p> <p><i>Vowel clarity, Syllable structure and Speech rate as discriminating cues: Natural speech, F0 and Spectral inversion</i></p>	<p>Abdulqader Alyasin (University of Warwick)</p> <p><i>English Language Curriculum Innovation: Attitude, Practice and Challenges in Syria</i></p>	<p>Jane Templeton (Leeds Metropolitan University)</p> <p><i>Size isn't everything: why small talk is not small fry</i></p>	<p>Irene Negri (University of Warwick)</p> <p><i>Home in progress: how and why to help refugees settle, integrate and be happy in the UK</i></p>
<p><b>3.10pm</b> – <b>3.40pm</b></p>	<p>Elizabeth Pinard (Leeds Metropolitan University)</p> <p><i>Phonological Representation in Course Materials: Whose English?</i></p>	<p>Charalampia Karagianni (King's College, London)</p> <p><i>Teaching Greek as an additional language in the mainstream classroom: Case study of two secondary classrooms</i></p>	<p>Geraldine Bengsch (University of York)</p> <p><i>Intercultural Communication in Tourism: language use in international hotel check-ins</i></p>	<p>Lou Harvey (University of Manchester)</p> <p><i>Where fiction becomes reality: A narrative of language learning motivation</i></p>

<b>3.40pm-4.00pm</b>	Coffee break			
<b>4.00pm – 4.30pm</b>	<p>Askat Tleuov (University of Bath)</p> <p><i>Oral instruction in EFL classrooms: A teacher and student cognition perspective</i></p>	<p>Erkan Kulekci (University of Warwick)</p> <p><i>Revisiting 'authenticity' in English language classrooms</i></p>	<p>Gianna Hessel (Oxford University)</p> <p><i>Changes in English language proficiency, learner self-concept and L2 use anxiety as outcomes of participation in the ERASMUS programme</i></p>	<p>Phanithira Thuruvan, Charo Sani Nordin, and Ch'ng Teik Peng (University of Warwick)</p> <p><i>'We disagree!' Pragmatics and Culture in the Teacher Training Classroom</i></p>
<b>4.35pm – 5.05pm</b>	<p>Mirat al Fatima Ahsan (University of Oxford)</p> <p><i>Teacher Education and Teacher Change – Myth or Reality? Voices from Pakistan</i></p>	<p>Roy Wilson (University of Warwick)</p> <p><i>The Pearson Test of English: Academic (PTE Academic) and Student Performance at University</i></p>	<p>Ejovi Annmarie Emarievbe (University of Sunderland)</p> <p><i>The Weakest Link: Examining the Middleman Issue in an English Language Teacher Education Programme</i></p>	<p>Liyuan Wang (Coventry University)</p> <p><i>Small group discussion skills in university business seminar classes: a case study of a 2+1 degree programme at a British university</i></p>

<p><b>5.10pm-5.40pm</b></p>	<p>Hanna Lee (Leeds Metropolitan University)</p> <p><i>The Korean EFL teachers' beliefs in relation to innovative English language teaching in Korea</i></p>	<p>Anqi Wang (University of York)</p> <p><i>A Study of the Correlation between Language Learning Motivation and Language Learning Strategies</i></p>		<p>Zhen Hu (Shanghai Second Polytechnic University)</p> <p><i>Study on Developing Chinese college students' Pragmatic Competence in Intercultural Communication</i></p>
<p><b>5:40pm</b></p>	<p><b>End of programme:</b> raffle, prize giving, and presentation of presenter certificates (main atrium)</p>			

## Poster Presentations (R0.12)

Sophie Schieber (University of Edinburgh): *Acquisition of prepositions by late second language learners: A psycholinguistic approach*

Selvamalar Selvarajan (Newcastle University): *Use of Authentic Video Clips and E-Learning in Second Language Vocabulary Acquisition*

Shuo Zhang (University of Leicester): *Evaluation of English materials for English major students in the universities of China*

Hoi Yat Pun (IOE, University of London): *"Hello, what is your motivation for investing in this symbolic capital?" – A case study of Hong Kong Adult L2 Learners*

SuBeom Kwak (University of York): *A thematic study of approaches of teaching writing in the us higher education*

Vasiliki Sioziou (University of Warwick): *Preparation of primary school students for the KET examinations: the Greek context*

## **Young Learners in Iran and their Understanding of Intercultural Issues**

*Samaneh Zandian*  
(*University of Warwick*)

Globalization has brought a wide range of cultures into close contact; consequently, intercultural interaction has become a common feature of modern life, even in traditional societies. The stress and coping approach sees cultural contacts as a series of stress-provoking life changes that require coping responses. Children as part of societies are no exception in this regard. This talk is about my research-in-progress on exploring some aspects of the Iranian children's perception of intercultural encounters and transitional experiences. Believing that exploring Iranian children's understanding of intercultural issues can provide unique and vital data for educational purposes in this country, I explored experiences and perceptions of 294 children in 5 primary schools in Iran via the distribution of child-friendly questionnaires, and later through 5 follow-up group interviews with 27 of the child participants. This study is aimed at raising awareness amongst families, teachers, schools and policymakers about the need for intercultural education in the Iranian educational system. In addition, it may help English teachers to develop critical cultural awareness, and intercultural competence amongst their students, and consequently facilitate the adaptation process for child sojourners. Finally, it can provide some practical guidelines for the universities hosting international families, host schools and policy makers.

## **Chinese Students' English Names and English Native Speakers' Interpretation**

*Meilin Zhan*  
(*University of Edinburgh*)

Chinese Students' English Names and English Native Speakers' Interpretation Meilin Zhan MSc Applied Linguistic University of Edinburgh Paper presentation It is common for Chinese students to adopt English or Anglicised personal names when they study in Britain or other English-speaking countries. Names are elements of language fraught with complicated social implications (Liebersohn, 1984). Previous studies have indicated that the choice of name made often has a personal significance for the student. However, it is unclear whether the social meanings underpinning these choices are understood in the same way by English speakers from other backgrounds. This study examines the name choosing practices of a group of Chinese postgraduate students in the University of Edinburgh, and the social meanings attributed to those names by their British peers in terms of age, gender, social class and level of education. Data collected from questionnaires and interviews with both Chinese students and British students are analysed. The findings indicate that 1) the majority of Chinese students interviewed have adopted English personal names and these naming choices are motivated by various factors; 2) naming practices can be interpreted as a resource for construction of identities – by adopting English names, Chinese students position local students as 'others' who are blocked to use their Chinese names; by adopting unusual English / Anglicised names, Chinese students position themselves as 'others' in the host culture; 3) British students share similar interpretations of the names in relation to social meanings; 4) these meanings may be very different from the ones intended by the Chinese students who may or may not be aware of this disparity.

## **Managing Interactive Processes in Multicultural Teams**

*Mary Vigier*  
(*University of Warwick*)

Owing to the common practice of multinational firms to rely on teams composed of managers from different countries, such nationally-heterogeneous teams (Schweiger, Atamer & Calori, 2003) have become central features of the global workplace (Bartlett & Ghoshal, 1989; Cohen & Bailey, 1997; Snow, Snell, Canney Davison & Hambrick, 1996). Numerous researchers have stressed the complexities and challenges within groups consisting of multiple nationalities and have examined their internal dynamics and functioning (Earley & Gardner, 2005; Earley & Mosakowski, 2000; Hanges, Lyon & Dorfman, 2005).

This paper reports on research conducted on multicultural teams operating across linguistic and cultural boundaries during a management integration programme within a multinational company in France. Taking a social-constructivist view, I will look at a series of intercultural meetings to explore the question of how multicultural teams manage their interactions. More specifically, I will concentrate on: a) participants' perceptions as reflected in individual interviews, most of which were audio-recorded; participants included: team members who participated in 'problem-solving tasks', and the corporate monitor who coached the team encounters; b) my own interpretations based on observations of the problem-solving activities.

The multicultural teams were carrying out decision-making exercises within the integration programme to find solutions to problems that had recently occurred within the company but that had previously been resolved. Initial findings indicate that a range of task and team strategies play a crucial role in overcoming linguistic and cultural challenges in the team interactions.

## **Willingness to Communicate across Cultures: understanding 'Confucian confusions'**

*Ani Hakobyan  
(University of Oxford)*

According to the Universities and Colleges Admissions Service (UCAS) (n.d.) estimates for the year of 2012, students from China and Hong Kong account for the largest overseas student body applying to study at UK higher education institutions. Given the significance of shaping an intercultural expertise in classroom interactions, there is a need to re-examine the labels of 'silent' or 'passive' learner, mostly used with reference to East Asian students' unwillingness to communicate in their second language (henceforth L2) in classroom settings in study-abroad contexts. Though Chinese students may prefer a process-oriented learning with a focus on critical thinking and are reported to have high academic attainments, some issues, which have been discussed with regard to their study-abroad learning experiences, have to do with their L2 communicative behavior. Chinese students' unwillingness to communicate in their second language, as a face-saving strategy, low risk-taking in interactions, intolerance of ambiguity, etc. may be related to some societal contexts and affective, cognitive and personality variables, which are said to be rooted in the Confucian traditional cultural values. Nevertheless, given the conflicting views on the culture of learning and classroom communication in East Asian countries, more research needs to consider to what extent Chinese students are willing or not willing to communicate in their L2 (in this case, English) in overseas academic settings and what other factors may influence their communicative behaviour, besides cultural values. This will help avoid overstating the causal relationship between cultural beliefs and students' willingness to communicate in study-abroad academic contexts. Note: Kennedy (2002) used the expression 'Confucian confusions' for interpreting some stereotypes, which are associated with the culture of learning in China and Confucian values.

## **Size isn't everything: why small talk is not small fry**

*Jane Templeton*  
*(Leeds Metropolitan University)*

In this talk I will present my research into the linguistic conventions and turn shapes used by British people to talk about the weather, when the function of weather-speak is not the exchange of meteorological information but "phatic communion" (Malinowski 1923). Firstly, I will discuss existing corpus-based research into the topic of small talk as a whole, and highlight the importance of this type of communication. Then I will compare my findings from the British National Corpus to data collected by engaging strangers in conversation, and explore their wider application in British culture. Finally, I will relate my findings to the conference theme, arguing that awareness of small-talk conventions in different cultures is a vital component of the intercultural competence we are so keen to promote in our students.

## **Home in progress: how and why to help refugees settle, integrate and be happy in the UK**

*Irene Negri  
(University of Warwick)*

Refugees are an important but often mis-estimated source of multiculturalism in the UK. While many are the charities that work to support them as they attempt to re-build their lives away from conflict, not so many are the studies that investigate what can be done to help them feel at home in their new country. I here focus on refugees' expectations and conceptions of home as they arrive in the UK; present them in contrast with the services offered by a West Midlands refugee-dedicated charity; and make recommendations regarding the ways this and similar charities could help increase feelings of belonging and integration among refugees. Drawing from in-depth, semi-structured interviews with seven refugees and three charity workers of different backgrounds, I suggest that heightened feelings of homeliness have the potential to positively influence not only the lives of refugees, but also their contribution back to their new community, and their general well-functioning in society. Photo-elicitation was used as a facilitator in rapport-building, intercultural and inter-linguistic communication with the refugees, so that findings are enriched by a collection of photographs personally taken by refugee interviewees to illustrate what they most associate with the idea of home, or on the contrary what most alienates them.

## **Intercultural Communication in Tourism: language use in international hotel check-ins**

*Geraldine Bengsch  
(University of York)*

In today's world, communication across cultures affects more and more people in their everyday as well as professional lives. Courtesy and politeness are often taken for granted which can increase the likelihood of cross-cultural miscommunication. For this study, tourism has been chosen as the setting because the hotel has been described as a form of "natural laboratory" for intercultural communication, making it an ideal context for interdisciplinary approach, so that the research can incorporate and develop existing knowledge that has been gathered in various disciplines including business, communication, sociology and linguistics. In service encounters, effective and appropriate communication is at the very core of successful interactions – and ultimately the success of an organisation. In order to understand how language used at the hotel front desk is organised, and how the conversation is constructed by the participants, Conversation Analysis is employed. A corpus has been established consisting of conversations that have been filmed in three and four star hotels in England, Germany, and Spain (data collection still on-going). The first stage of the data analysis for this study focuses on only the initial interactions between receptionists and their international guests. The emerging themes that describe and characterise this particular institutional context are presented. For this purpose, a mini corpus has been selected from the data collected to date. The results of this part of the analysis are explored in relation to relevant topics in the literature. The presentation concludes with the future direction of the project.

## **Where fiction becomes reality: A narrative of language learning motivation**

*Lou Harvey*  
(*University of Manchester*)

This paper draws on data from my PhD, a narrative study of six UK-based university students' motivation for learning English. My research aims to foreground the experience of learners, who have rarely been given voice in past second-language (L2) motivation research, and to explicitly acknowledge the agency of individual learners and their power to accept or resist the pressures and influences they face, and the identities they are negotiating, as English speakers. I will focus on the narrative of one student, Emma, illustrating how her motivation was shaped by her perception of a shift in the English language from 'fictional', in her home country of Italy, to 'real', when she came to the UK. Drawing on Bakhtin's dialogism (1981, 1986), I illustrate how the narrative concept can contribute to an understanding of Emma's language learning experience and the way in which she interprets this experience. Bakhtin's conception of the author is of a narrative consciousness, entering into active dialogue with the specific others of whom and with whom they speak, creating narrative in a multi-voiced process of meaning-making. I suggest that Emma's language learning story represents a move from understanding English as a monologic subject to be studied and lacking communicative context, to dialogic, requiring agentive response to and engagement with other voices; engagement through which Emma is constantly re-storying her identity as a language learner. I argue that this view represents an important move in L2 motivation research: to illuminate ways in which motivation is socially negotiated and constructed.

## **‘We disagree!’ Pragmatics and Culture in the Teacher Training Classroom**

*Phanithira Thuruvan, Charo Sani Nordin, and Ch’ng Teik Peng  
(University of Warwick)*

Teachers’ awareness of the role culture plays in the classroom is an important part of language teacher education. Discourse-completion-task (DCT) methodology remains popular with researchers of interaction in institutional settings, to explore and make claims about the way speech acts (such as requests, refusals, compliments and disagreements) are done in different cultures. However, such approaches may perpetuate an “us and them” essentialist position associated with cross-cultural rather than intercultural research. This paper reports on an experiment inspired by Rees-Miller’s (2000) study of disagreements in academic seminars that we conducted while studying “Culture and Language Teaching” at the University of Warwick. Using a mixed-method approach (involving naturally-occurring data strategically combined with DCTs), we tested peers’ and tutors’ assumptions about levels of (in)directness considered (inter)culturally appropriate in the act of disagreeing. Similar to Golato’s (2003) finding that her German participants believed they would be more direct in accepting compliments than (in reality) they had been six months earlier, we demonstrated to Malaysian students and British teachers that their beliefs about how indirect they would be in disagreeing with each other diverged significantly from the directness of their actual disagreements occurring only two weeks earlier in class. The presentation concludes by focusing on assertions made by participants in post-interviews concerning the mismatch between their cultural and academic identities in different contexts. Our findings from this exploratory study serve as a platform for further research that we will be conducting in the Malaysian context during our teaching practicum in the year to come.

## **Small group discussion skills in university business seminar classes: a case study of a 2+1 degree programme at a British university**

*Liyuan Wang*  
(Coventry University)

This paper discusses how a group of Chinese business undergraduates, transferred from a Chinese partner university, discuss with non-Chinese students in small groups in British business seminar classes. Literature suggests that Chinese students aim to convince each other in group discussion and British students acknowledge each other's ideas to expand understanding. Studies on higher education find that Chinese students became more vocal in British seminars group discussion though, it remains unclear how they interact with non-Chinese peers. This paper adopts a semi-insider perspective and examines students' discussion discourse, reflective interviews with participants, and semi-structured interviews with Chinese students and their lecturers in China and Britain. One finding is that Chinese students tended to discuss in a spiral style, constantly bringing the topic back to the discussion question and that non-Chinese students discussed in a cumulative style by building up knowledge. Students in mixed group discussion attempted to reach consensus without recognising their misunderstanding about it. Chinese lecturers and students expected answers to discussion questions; they thought that the cumulative discussion style was ambiguous in terms of answering the question, thus wasted time. On the other hand British lecturers thought there was no right or wrong answer in discussion and perceived the nature of discussion as a collaborative learning process. Many Chinese and British participants did not recognise the underlying value of the discussion styles, therefore had limited opportunity of learning from each other's cultures of learning. The study suggests raising the intercultural awareness of students and teachers involving in intercultural learning.

## **Study on Developing Chinese college students' Pragmatic Competence in Intercultural Communication**

*Zhen Hu*

*(Shanghai Second Polytechnic University)*

Pragmatic competence refers to both knowledge of the linguistic forms which realize particular illocution, and knowledge of the appropriate use of the linguistic forms in certain social contexts. It is an important part of the language proficiency construct. However, studies in China show that College English students' pragmatic competence is poor. Unlike second language learners, students learning English as a foreign language in China do not have many opportunities to be exposed to authentic language use. If they are not provided with sufficient pragmatic knowledge, they will have more difficulty in understanding and producing appropriate use in the target language. This research focuses on the development of pragmatic competence and awareness on the part of college English learners in China and in the UK. With some data collection from international students(Chinese) in University of Birmingham and Chinese local students in SSPU(with short-term oversea experience ), CLT and ILT should be dynamicly combined to change chinese college English teaching.

**Acquisition of prepositions by late second language learners:  
A psycholinguistic approach**

*Sophie Schieber*  
(University of Edinburgh)

Prepositions are one of the most persistent non-target like features of non-native speech. Yet the underlying reasons for these difficulties remain unknown and almost unexplored. The hypothesis I want to test is whether the conceptualisation of a word includes a spatial feature, like grammatical gender and animacy features. This language-specific spatial feature only emerges when a lemma is bound to another one. The preposition chosen would thus be the actualisation of this spatial feature. This study is in line with work on grammatical gender and cognition; perception of the same inanimate object varies across languages according to its grammatical gender (Boroditsky, Schmidt, & Phillips, 2003). In order to test the hypothesis described above, I will conduct a psycholinguistic experiment. The stimuli will consist in the picture of the head noun of a prepositional phrase immediately be followed by a grammaticality judgement task . A preposition will appear inside the picture of the head noun at a stimulus onset asynchrony of 50 milliseconds and will remain on screen for about 30ms so that it is masked. The picture of the head noun will remain for another 250ms. The grammaticality judgement task will test the space complement just primed. Native speakers are predicted to be faster in the first condition, while there should be no differences between the second and third conditions. Non-native speakers are expected to be both faster and more accurate in the first condition, but significantly impeded in the second condition. The third condition will serve as a baseline.

## **Use of Authentic Video Clips and E-Learning in Second Language Vocabulary Acquisition**

*Selvamalar Selvarajan*  
(Newcastle University)

English films are commonly known for entertainment purposes. Learners enjoy watching English films without being aware of the rich vocabulary input in the films. These authentic videos could be utilised for vocabulary learning, especially in the ESL or EFL context. The prospects of these great resources (Gilmore, 2010) should not be overlooked as learners could get easy access to them with the emergence of e-learning. However, e-learning materials with the use of film clips for adult learners' vocabulary learning are indeed very scarce. This proposed research seeks to explore the effectiveness of authentic video clips in second language vocabulary acquisition. On top of that, learners need to be trained to listen to English language authentic materials for learning purposes outside classroom. Although there is some evidence of research-study on vocabulary learning with spoken discourse, it is still under researched (Schmitt, 2010), as compared to written discourse. The study aimed to examine to what extent watching authentic video clips enable vocabulary learning. It will explore whether there is a need for having additional tasks while watching videos to enhance vocabulary learning. This project is a software portfolio in which software is self-designed for vocabulary learning. As the study is an on going research, the discussion will focus on the research proposal.

## **Evaluation of English materials for English major students in the universities of China**

*Shuo Zhang*  
*(University of Leicester)*

Language teaching material is an important carrier in the language teaching and learning process, the main channel of language input, the foundation of implementation teaching syllabus and the main source of learners learning knowledge and skills as well. However, any teaching material is not perfect. Therefore, teachers should not rely on the teaching materials blindly, and also not completely abandoned it in the language teaching process, but they need to explore the advantage of the teaching materials, flexibility in the use of it and make it serve for teaching practice. Through all-sided and objective analyzing and evaluation on the teaching materials, teachers can exactly understand the content of the teaching materials and apply it with purpose and effectively according to learners' specific characteristics and certain teaching context easily. In this paper, there is an analysis and evaluation on English materials for English major students in the universities of China by using the teaching materials evaluation model from Cunningsworth and author's specific evaluation requirement as evaluation criteria, and combining the current teaching and learning status of English major students in the universities of China and the author's reflection of this teaching material. Finally, some implications and suggestions are mentioned for improving teaching effect of this teaching material.

**“Hello, what is your motivation for investing in this symbolic capital?” – A case study of Hong Kong Adult L2 Learners**

*Hoi Yat Pun*  
(IOE, University of London)

As a former British colony which has a well-established education system, discussions about Hong Kong language education have attracted contributions from applied linguists worldwide. Nonetheless, the author of this paper argues that these discussions often have left out the influences of neoliberalism on Hong Kong, the so-named “freest economy of the world”. This paper presents the background of an upcoming case study, which aims to investigate how neoliberalism as an ideology may influence individual learners. Through interviewing adult learners of English in Hong Kong, and critical discourse analysis of promotional texts offering language services, this study seeks to investigate: what motivates adult learners to pay to learn English; how they see themselves as students or customers, or both; how they construe the promotional promise of English; and if and how their expectations and motivations change over time. The research also serves as an attempt to explore possible correlations with studies of L2 motivation, Bourdieu’s concept of symbolic capital and Norton’s concept of investment, and thereby contribute to the fields of English language teaching and the sociology of education.

## **A thematic study of approaches of teaching writing in the us higher education**

*SuBeom Kwak*  
(University of York)

The purpose of this article is to gather and analyse the works of US researchers on teaching and learning writing in higher education. This analysis looks at how higher education in the US has responded to the demand of providing more effective writing instructions to their students by teaching writing. While efforts to teach writing has existed since the late nineteenth century in higher education in the US, the movement to develop student writing in higher education in the UK began only in the early 1990s. The reason for this issue is that the expansion of higher education during the 1990s led to a lower standard of student writing, which revealed the shortcomings of writing instructions in the UK universities. A thematic review and synthesis were carried out to capture the major trends in writing approaches in higher education in the US. To explore the developments in writing approaches in the higher education systems, a thorough search of handbooks and major review journals was undertaken. By doing so, this study presents an overview of previous research on writing approaches in the US higher education, in order to improve the understanding of different social, cultural, and historical contexts, with the intention of borrowing informative ideas. The findings show the similarities and differences in writing approaches in the two systems of the UK and the US by revealing how US researchers, seeking to advance the students' writing performance, have developed their own approaches to teaching writing.

## **Preparation of primary school students for the KET examinations: the Greek context**

*Vasiliki Sioziou*  
*(University of Warwick)*

English language has been spread rapidly, so children all over the world start learning English as a second/foreign language from an early age. This means that children are also assessed very young. Consequently, the teaching methods and assessment should be appropriate to the students' age. However, do teachers prepare students effectively for examinations? What do they consider as effective preparation? How children feel about sitting for examinations at primary school? These are the questions that this study tries to answer. The point of reference is Greece, a country obsessed with the English language and examinations. Children start learning English as a foreign language from the first grade of primary school or even kindergarten. Both teachers and parents push students to sit for examinations from an early age. This study, therefore, investigates the preparation of young learners at the age of 11-12 for the KET examinations. KET (Key English Test) is an examination by the Cambridge ESOL designed particularly for children. The research looks into the children's perception and preparation for the test as well as teachers' views on the test and preparation process. This paper will state the methodology and methods applied for the particular research in two groups of children in a primary school in Greece. Also, some results of the study, which will help teachers that prepare students for the KET examinations as guidelines for effective preparation based on children's abilities and interests, will be presented.

NOTES







*Thank you for your participation.*