

19th Warwick International Postgraduate
Conference in Applied Linguistics
28 – 30 June 2016



ABSTRACT BOOKLET

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Hello everyone,

Welcome to the 19th Annual Warwick International Conference In Applied Linguistics. It is our privilege to host students from all over the world who have come to Warwick in order to present their research and to receive feedback from their peers. You will also have the opportunity to listen to some of the leading researchers the fields of English Language Teaching, Professional and Academic Discourse, and Working and Communicating Across Cultures. This year we have had a considerable number of abstract submissions. If you are one of the presenters, then good luck, and we hope to hear all about your recent research.

During your three days at the conference you will be treated to academic workshops presented by some leading figures in their respective fields. On day one, there will be a brief welcome address by the Head of the Centre for Applied Linguistics, Professor Helen Spencer-Oatey. Soon after this, we will have some smaller, simultaneous presentations. Please take a look at the conference schedule, and these abstracts, to decide which presentations pique your interest. On the second day, have a look and listen to our poster presenters as they talk about their research. Also, please take the time to network over lunch provided in the Main Atrium.

We hope that you will have a wonderful and engaging time at this conference. Members of our On-site Team will be available at any time if you have a question or need any help.


PG Conference Team

CONFERENCE PROGRAMME – DAY ONE (28 June 2016)

TIME	EVENT		
9:30-10:00	Registration [Main Atrium, Ramphal Building]		
10:00-10:30	Welcome Speech by Prof. Helen Spencer-Oatey [Lecture Theatre R0.21]		
KEYNOTE SPEAKER PRESENTATION [R0.21]			
10:30-11:30	<p><i>The Ethics of Quantitative Data Handling and Reporting in Applied Linguistics</i></p> <p>Dr. Luke Plonsky Institute of Education, University College London</p>		
11:30-11:45	Coffee Break 1 [Main Atrium]		
PAPER PRESENTATION			
Room	R0.14	R1.13	R1.15
11:50-12:25	<p>[LLTA]</p> <p>Meta-analysis in L2 Motivation: Potentials of Quantitative Research Synthesis Takumi Aoyama</p>		<p>[WACC]</p> <p>Constructing Trust in Cross-border Collaboration Christina Efthymiadou</p>
12:30 - 13:05	<p>[LLTA]</p> <p>Exploring Expert Raters' and ESL Speakers' Perceptions of Speech Fluency Kent Williams</p>	<p>[PAD]</p> <p>Multimodality in Public Discourse: Combining Linguistic, Vocal and Visual Analyses Nadia Abiatico</p>	<p>[WACC]</p> <p>Listening to the Voices of the Non-Veiled: How do Non-veiled Malaysian Muslim Women Negotiate their Religious Identity? Farhana Abdul Fatah</p>
13:05-14:00	Lunch [Main Atrium]		
WORKSHOP [R0.21]			
14:00-15:30	<p><i>To Use P or Not to Use P? That Is the Question. Analysing Your Data with Statistical Tests</i></p> <p>Dr. Perry Hinton University of Warwick</p>		
15:30-15:45	Coffee Break 2 [Main Atrium]		
PAPER PRESENTATION			
Room	R0.14	R1.13	
15:50-16:25	<p>[LLTA]</p> <p>An Investigation of English for Legal Purposes at the Faculty of Law and Administrative Sciences (Case of Tlemcen University: Algeria) Leila Benseddik</p>	<p>[LLTA] ALUMNI TALK</p> <p>Discourse Intonation and Teacher Cognition Mahmoud Jeidani</p>	
16:30-17:05	<p>[LLTA]</p> <p>The Effects of Task Complexity Manipulated by Reasoning Demands on Second Language Learners' Oral Performance: Interaction with Language Proficiency and Working Memory Anas Awwad</p>		
17:05- End	Drinks Reception followed by Dinner		

CONFERENCE PROGRAMME – DAY TWO (29 June 2016)

TIME	EVENT		
9:30-10:00	Registration [Main Atrium, Ramphal Building]		
	KEYNOTE SPEAKER PRESENTATION [R0.21]		
10:00-11:00	<p style="text-align: center;"><i>Representations of Political Protests: Critical Cognitive Linguistic Analyses</i></p> <p style="text-align: center;">Dr. Christopher Hart Lancaster University</p>		
11:00-11:15	Coffee Break 1 [Main Atrium]		
	PAPER PRESENTATION		
Room	R0.14	R1.13	R1.15
11:20-11:55	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">Teacher Autonomy in Context: An Inquiry into Teachers' Perceptions of Freedom and Constraints Ernesto Vargas Gil</p>	<p style="text-align: center;">[PAD]</p> <p style="text-align: center;">Epistemic Negotiation in Interviews with Academic Researchers Sixian Hah</p>	<p style="text-align: center;">[WACC]</p> <p style="text-align: center;">"You're a Good Mom and I'm a Bad Mom?" A Preliminary Study on the Discursive Construction of Motherhood Identities among Malaysian New Mothers. Norazrin Zamri</p>
12:00-12:35	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">Student-teachers Making Sense of their Learning: Reflections on an Integrated Curriculum in Pre-service English Teaching Programme Loreto Aliaga-Salas</p>	<p style="text-align: center;">[PAD]</p> <p style="text-align: center;">What is a Decision? Exploring Decision-making Episodes in Committee Team Meetings in Higher Education in Malaysia Nor Azikin Mohd Omar</p>	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">"Now I Understand My Puzzle More Better than Ever": Understanding 'Understanding' in Learner Practitioner Research Susan Dawson</p>
12:40-14:00	Lunch Break [Main Atrium]		
	POSTER SESSION [R0.14]		
Same time as lunch	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">Focus on Form In Task Based Language Teaching: Pre-Task or Post-Task Misnariah Idrus</p>	<p style="text-align: center;">[PAD]</p> <p style="text-align: center;">Doctor-Doctor Communication: What's Going Wrong? Katie Weetman</p>	<p style="text-align: center;">[WACC]</p> <p style="text-align: center;">"I learnt a lot!": Students' Perceptions of Mixed-Culture Group Work at a UK University Xiaozhe Cai</p>
	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">The Representation of the Speech Event of Giving Directions in English Textbooks Larissa Goulart da Silva</p>	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">Engaging Screenagers in Online Thinking Together to Improve ESL Writing: A Design-Based Research Aireen Aina Bahari</p>	<p style="text-align: center;">[LLTA]</p> <p style="text-align: center;">Learners' Perceptions of their STAD Cooperative Learning Experience: Do Gender and Past Achievement Matter? Priska Pramastiwi</p>

	WORKSHOP [R0.21]		
14:00-15:30	<i>Designing Grounded Theory Research: Challenges and Possible Solutions</i>		
	Dr. Zuleyha Unlu Warwick Alumni		
15:30-15:45	Coffee Break 2 [Main Atrium]		
	PAPER PRESENTATION		
Room	R0.14	R1.13	R1.15
15:50-16:25	[LLTA] A Multi-case Analysis of Teachers' Cognitions About and Use of Digital Technology for Literacy Instructions Saiful Izwan Zainal	[PAD] Teacher Identity Construction in the Vietnamese Classroom. A Case Study Rose Nguyen	[WACC] Intercultural Competence in Student Teamwork Thomas Greenaway
16:30-17:05	[LLTA] Assessing Libyan EFL Learners' Implicit Grammatical Knowledge in Essay Writing Abdelmunsef Almansori	[PAD] Writing Reflective Blogs: A Genre Approach Sarah Banks	
17:05-end	BEST POSTER AWARD [Main Atrium]		
	Drinks Reception <i>Special performance by CAL Band followed by dinner</i>		

TIME	EVENT		
9:30-10:00	Registration [Main Atrium, Ramphal Building]		
	KEYNOTE SPEAKER PRESENTATION [R0.21]		
10:00-11:00	<p><i>How, and To What Extent, does Culture Influence Politeness?</i></p> <p>Prof. Helen Spencer-Oatey University of Warwick</p>		
11:00-11:15	Coffee Break 1 [Main Atrium]		
	PAPER PRESENTATION		
	R0.14	R1.13	R1.15
11:20-11:55	<p>[LLTA] A Study of the Pearson Test of English Academic (PTEA) and Students from the 'Outer Circle': Their English Proficiency, Ownership of English and Academic Performance at UK Universities Roy Wilson</p>	<p>[PAD] Multilingualism and Language Change in Electronic Academic Discourse Djamel Eddine Benchaib</p>	<p>[WACC] "I wish we had argued more" - Relationship Management and Communication Strategies in Intercultural Teamwork Carolyn Debray</p>
12:00-12:35	<p>[LLTA] Investigating Young Children's Grammar Representations: Evidence of Lexically-specific Priming Effects in Language Production Sophie Hardy</p>	<p>[LLTA] Investigating Factors Affecting the Use of Oral Communication Strategies by KFL Learners Jihye Eo</p>	
12:40-13:30	Lunch [Main Atrium]		
	WORKSHOP [R0.21]		
13:30-15:00	<p><i>Using a Mixed Methods Approach in Classroom Research: Focus on Case Studies</i></p> <p>Dr. Malika Haoucha Warwick Alumni</p>		
15:00-End	AWARD CEREMONY [Main Atrium, Ramphal Building]		

KEY NOTE SPEAKERS

DAY 1 (28 June 2016)

Dr. Luke Plonsky
Institute of Education, University College London

Presentation Title: *The Ethics of Quantitative Data Handling and Reporting in Applied Linguistics*



Luke Plonsky is Senior Lecturer at University College London, where he teaches courses and conducts research in second language acquisition and quantitative methods. Recent and forthcoming articles in these and other areas can be found in *Annual Review of Applied Linguistics*, *Applied Linguistics*, *Corpora*, *Language Learning*, *Modern Language Journal*, and *Studies in Second Language Acquisition* and in edited volumes published by Routledge, CUP, and Wiley Blackwell. Luke is Associate Editor of *Studies in Second Language Acquisition* and Managing Editor of *Foreign Language Annals*. He is also Co-Director (with E. Marsden & A. Mackey) of IRIS: A digital repository of instruments for Research into Second Language Learning and Teaching (iris-database.org). Before joining UCL, Luke was Assistant Professor of Applied Linguistics at Northern Arizona University. He has also taught in The Netherlands, Spain, and Puerto Rico. Luke received his PhD in Second Language Studies from Michigan State University.

DAY 2 (29 June 2016)

Dr. Christopher Hart
Lancaster University

Presentation Title: *Representations of Political Protests: Critical Cognitive Linguistic Analyses*



Christopher Hart is Senior Lecturer in linguistics at Lancaster University. He is author of *Critical Discourse Analysis and Cognitive Science: New Perspectives on Immigration Discourse* (Palgrave, 2010) and *Discourse, Grammar and Ideology: Functional and Cognitive Perspectives* (Bloomsbury, 2014).

DAY 3 (30 June 2016)

Prof. Helen Spencer-Oatey
University of Warwick

Presentation Title: *How, and to What Extent, does Culture Influence Politeness?*



Helen Spencer-Oatey is Professor of Applied Linguistics and Director of the Centre for Applied Linguistics at the University of Warwick, UK. Her primary research interests are in politeness theory, cross-cultural pragmatics, intercultural interaction, intercultural discourse, and cross-cultural psychology. She has an educational background in both linguistics and psychology and often works at the interface of these two fields. She has published extensively in both politeness theory and intercultural interaction, including a number of popular books (e.g. *Culturally Speaking*, Continuum, 2000/2008; *Intercultural Interaction*, with Peter Franklin, Palgrave, 2009). She is currently working with Dániel Kádár on a book entitled *Intercultural Politeness*, to be published by CUP. Helen is particularly committed to the applied relevance of her research, and has developed extensive resources for practitioners, many of which are freely available via the University of Warwick's Global PAD website. Her current research projects include "Global Leaders and Employees: Keys to Intercultural Effectiveness" and "Academic and Social Integration on Campus".

WORKSHOP SPEAKERS

DAY 1 (28 June 2016)

Dr. Perry Hinton
University of Warwick

Workshop Title: *To Use P or Not to Use P? That Is the Question. Analysing Your Data with Statistical Tests*



Perry Hinton is a psychologist. He undertook his doctorate at Oxford University in the experimental analysis of phonology in reading. Subsequently he has worked for many years in a multidisciplinary academic environment in a number of UK universities. He is the author of *Statistics Explained* (2014) and joint author of *SPSS Explained* (2014) published by Routledge. However, he happily moves between quantitative and qualitative research. His current research involves the qualitative analysis of the cultural context of media interpretation, with a number of recent papers published on the representation of Japanese culture in the British media. Routledge has recently published his book *The Perception of People: Integrating Cognition and Culture* (2015). He works part-time teaching on the BA *Language, Culture and Communication* at the University of Warwick.

DAY 2 (29 June 2016)

Dr. Zuleyha Unlu
Warwick Alumni

Workshop Title: *Designing Grounded Theory Research: Challenges and Possible Solutions*



Zuleyha Unlu currently works as an Assistant Professor at the English Language and Literature Department of Gaziosmanpasa University, Turkey. During her PhD at Warwick University, she analysed and theorized one-to-one classroom feedback interactions on EAP writing by using Grounded Theory. Her main research interest is EAP. She is also interested in Classroom Discourse in Higher Education, Professional and Academic Discourse.

DAY 3 (30 June 2016)

Dr. Malika Haoucha
Warwick Alumni

Workshop Title: *Using a Mixed Methods Approach in Classroom Research: Focus on Case Studies*



Malika Haoucha is Assistant Professor of English and Communication at Hassan II University of Casablanca, Morocco. She completed her doctorate in English Language Teaching at Warwick University with a thesis on the effects of feedback on writing and revision skills. Malika has taught extensively in Moroccan universities and language centres as well as in the UK as an ESL/EFL teacher in pre-sessional courses at Warwick University. Her publications are largely in the field of ELT specifically on peer feedback and teacher commentary, and case study methods in classroom research. Malika's other research interests include modernized poverty and teachers as researchers.

WACC

Working and Communicating Across Cultures

Intercultural Adaptation

Adapting to unfamiliar cultures - stress, learning, identity

Intercultural Competence and Assessment

Understanding intercultural competence - concepts, models and assessment

Intercultural Learning and Development

Becoming interculturally competent - skills, attitudes, new thinking

Meaning, Culture & Discourse

Language use in different social and cultural contexts - meaning in interaction

Organisational Culture

Social viability of organisations, Organisational dynamics and change

Intercultural Adaptation

Adapting to unfamiliar cultures - stress, learning, identity

PAPER ABSTRACTS

Constructing Trust in Cross-border Collaboration

Day One, 11:50-12:25

Christina Efthymiadou
University of Warwick



Cross-border collaboration is becoming the rule for a growing number of enterprises. My paper reports on an on-going PhD project that investigates the development of trust between Turkish and Greek business partners in a cross-border collaboration context. More specifically, the presentation draws on preliminary findings focusing on the ways in which participants conceptualise and construct trust. Trust in the project is understood as a dynamic construct that operates mainly in the interactional order. It is perceived as a situated and negotiated accomplishment, something partners do in interaction either in institutional settings or in their everyday personal lives (Candlin and Crichton, 2013). Trust development in the data is intrinsically linked to perceptions of trustworthiness which in its turn draws on the relationship between the participants. The strong interpersonal relationship and friendship developed over time among partners is related to professional activities and identities the participants foreground. Special attention is paid to a shared regional identity that takes prevalence over national affiliations. The project adopts an ethnographic approach and seeks to capture the ways in which trust is understood and warranted by participants. The data include semi-structured ethnographic interviews with business partners and audio and video recordings of natural interaction including formal meetings, dinners, visits and everyday talk. The data were analysed thematically. I close the presentation by also reflecting on how my role as the researcher affects the interpretation of the data.

Keywords: trust, cross-border collaboration, discourse, identity, ethnography

Listening to the Voices of the Non- Veiled: How do non-veiled Malaysian Muslim women negotiate their religious identity?

Day One, 12:30-13.05

Farhana Abdul Fatah
University of Warwick

Muslim women who have chosen not to veil are often regarded by other Muslims as committing an act against God and thus they are seen to be in conflict with their religious beliefs in Islam and God (Toumi, 2013). Due to the significance given to the veil, or hijab, as a primary marker of a Muslim woman's identity, her level of Islamic piety, and also as a measure of how 'good' of a woman she is (Wagner et al., 2012; Ruby, 2006), non-veiled Muslim women are often subject to derogatory and scathing public criticism, and to a certain extent, isolation from their religious community as a result for not covering their hair (Othman, 2006; Ruby, 2006). One of the most common criticisms of non-veiled women is illustrated in the popular analogy of the 'unwrapped vs. wrapped candy,' in which the veiled are likened to confectionary that will not 'become dirty when thrown to the ground,' but their non-veiled sisters would surely become so, as they are 'unwrapped,' (Kuswandini, 2012). Against the backdrop of such pejorative rhetoric and perception, this research aims to explore how non-veiled Muslim women view themselves and how they construct and negotiate their religious identity as Muslims. A particular focus will be on how the women's decision not to veil affects their other identities, such as



their gender, national and ethnic identities. Primary data will be gathered via in-depth face-to-face interviews with non-veiled Muslim women across Malaysia of varying backgrounds. Additionally, the primary data will be supplemented with data collected from analyses of selected public campaigns that advocate veiling. The analytical framework will include Bucholtz & Hall's five principles for the study of identity, feminist poststructuralist discourse analysis (FPDA), and also multi-modal discourse analysis.

This presentation provides initial answers to the questions outlined by presenting the findings from a pilot study of interviews with Malaysian women who do not wear the hijab.

Keywords: Identity; discourse; religion; women and the hijab

“You’re a Good Mom and I’m a Bad Mom?” A Preliminary Study on the Discursive Construction of Motherhood Identities among Malaysian New Mothers.

Day Two, 11:20 –11:55

Norazrin Zamri
University of Warwick



“Am I a good mother?” is a question many new mothers ask themselves and its answer(s) go(es) beyond their respective individual identities. To date, there is little research on identity issues and discourse(s) among new mothers who are often caught between societal motherhood ideologies and their own rather contradictory experiences. Previous studies on the topic have not been conducted in a linguistically and culturally diverse context such as Malaysia and have largely ignored the interrelated roles of discourse, socio-cultural contexts, and virtual platforms like Facebook. This research, thus, aims to explore motherhood identities among Malaysian new mothers and how they are constructed, negotiated, reinforced and challenged in their motherhood discourse(s).

This study employs a qualitative multiple-case study design which draws on Critical Discourse Analysis' (CDA) three-dimensional view of discourse (Fairclough, 1989) and Bucholtz and Hall's (2005) five sociocultural linguistic principles of identity construction. Mothers with children under five years were selected via purposive sampling based on career-role categories: stay-at-home, working-at-home or working mothers. Data were generated from their Facebook posts for a retrospective period of one month as well as from narrative semi-structured interviews about motherhood. Findings from the preliminary study reveal that the construction of new mothers' identities is complex and reflects not only their own views and experiences of motherhood but also responds to wider societal ideologies about socio-cultural and religious aspects of the role of mother. Findings from this exploratory study can generate heightened awareness and understanding of the current identity struggles that many new mothers face.

Key words: Discourse Analysis, Critical Discourse Analysis, Identity Construction, Motherhood Discourse, New Motherhood

Intercultural Competence in Student Teamwork

Day Two, 15:50 –16:25

Thomas Greenaway
University of Warwick



Intercultural competence in student teamwork is regularly not been properly engaged with even though they have become a focus of two distinct trends in higher education institutions: employability and Internationalisation at Home. Many UK universities are now engaging with how to teach the most highly sought after skills that employers look for in graduates: team-working skills, the ability to communicate well, and work with people from diverse backgrounds (sometimes referred to as intercultural competencies). Contemporaneous to this, many universities have introduced 'Internationalisation at Home' agendas on their campuses so that all students reap benefits of growing numbers of international students at UK institutions. These two agendas are now converging by claims that internationalised institutions impart students with enhanced workplace skills and employability through enabling students to study in contexts that expose them to colleagues from different cultural backgrounds.

However, such intercultural contact is often neither facilitated nor engaged with in study contexts. Student team projects undertaken during degree modules are one such context. This paper will present two case studies from multicultural team projects in undergraduate sciences modules. In these case studies the meetings of the students were recorded, and then the students were interviewed in a stimulated-reflection style. Facebook and assessment data were also collected and analysed through the Global People Competency Framework. It will then consider the extent to which students' intercultural competencies can be measured and possibly enhanced in teamwork projects. This will be followed by a discussion on, from the results of these case studies, what implications may there be for the 'Internationalisation at Home' agenda, designing courses with teamwork projects to meet the demands of the globalised workplace, and other implications for higher education pedagogy

Keywords: Student Teamwork, Intercultural Competence, Employability, Internationalisation

"I wish we had argued more" - Relationship Management and Communication Strategies in Intercultural Teamwork

Day Three,
11:20 –11:55

Carolin Debray
University of Warwick



In order to become a successful team, members often selected to reflect functional and cultural diversity; are forced to develop shared goals, trust and cohesion (Katzenbach & Smith, 1993). Relationships and effective communication play an important role in this process. Yet, especially diverse teams have been reported to struggle in establishing these, as diversity has been found to negatively affect team-cohesion (Stahl, Maznevski, Voigt, & Jonsen, 2010) as well as team-processes (Mannix & Neale, 2005).

Yet, almost no in-depth research into the strategies team-members develop in order to communicate effectively, nor into the relationship building and maintenance occurring in a team have been conducted. Considering the amount of intercultural teamwork done in workplaces all around the world, this seems like an area of research in urgent need of addressing. In addition,

relationship maintenance seems especially interesting as team-members need to balance task-achievement as well as relationships, which might pose additional difficulties to the already complicated issue of relating across cultures.

This presentation addresses this gap by sharing insights from a nine months long case study of a newly assembled intercultural and cross-functional team. The case study includes data from recordings of team-meetings, observations, interviews and written interactions between team-members. Initial findings into the strategies team-members developed in order to cope with the challenges they experienced will be presented, including strategies for coping with different levels of language abilities and conflict resolution. The impact of other factors on these processes such as differing expectations towards teamwork and different individual goals will also be highlighted.

Keywords: intercultural communication, teamwork, interpersonal pragmatics, relationship building, communication strategie

POSTER ABSTRACTS

**"I learnt a lot!":
Students'
Perceptions of
Mixed-Culture
Group Work at a
UK University**

Poster Presentation

Xiaozhe Cai
University of Warwick



Group work has been identified as an effective learning process that is central to the intercultural study experience in that it has the power to 'force' students from different backgrounds together. Universities actively promote the idea of students as global citizens, and encourage them to make the most of the increasingly intercultural learning and social environment in preparation for the workplace because intercultural competence is regarded by employers as an important attribute of employees and thus a key criterion of employability. However, current literature mainly reported on students' resistance to working in mixed-culture groups, very few studies have examined students' mixed-culture group work experience and the factors influencing their attitudes towards this type of learning activity.

This presentation will focus on a study which seeks to fill this gap in the literature by looking at students' perceptions of and attitudes to their experience of mixed-culture group work during their one-year Masters course at the University of Warwick. Two questionnaires were distributed at the beginning and end of their taught modules. 19 participants were interviewed twice at different phases of their academic year. A comparison of the quantitative results will shed light on how and to what extent students' attitudes towards mixed-culture group work undergo transformation during the course of their degree studies. The analysis of the qualitative data will contribute to explaining the change of students' attitudes and their intercultural skills development.

LLTA

Language Learning, Teaching and Assessment

Appropriate pedagogy

Language testing & assessment

Assessing intercultural competencies

Learner and teacher autonomy

Bilingualism and biliteracy

Linguistic relativism and second language learning

English for Academic Purposes / English in higher education

Uses of technology in language learning and teaching

English in international development

Orthography -- effects on second language phonology

English for young learners

Reflective practice

Evaluation of teacher training

Task-based language learning and teaching

History of language teaching and applied linguistics

Teacher education and development, including teacher-research

Teaching English in difficult circumstances

Textbook research

Motivation

PAPER ABSTRACTS

**Meta-analysis in L2
Motivation:
Potentials of
Quantitative
Research Synthesis**

Day One, 11:50 -12:25

Takumi Aoyama
University of Warwick



Meta-analysis, according to Oswald and Plonsky (2010) is “a retrospective summary of research” (p. 88), and it is applied to various subdomains of second language acquisition (SLA) research. Plonsky and Oswald (2012) provides the advantage of meta-analysis to narrative review, in a point that narrative reviews may not take errors and biases of the studies into consideration when selecting studies for narrative reviews. Meanwhile, meta-analysis eliminates the errors and biases applying statistical indices such as Cohen's *d*. Taking advantage of that point, there are increasing number of meta-analysis studies in SLA, for instance, studies on the effect of corrective feedback (e.g. Russell & Spada, 2006; Li, 2010), and of L2 instruction (e.g. Norris & Ortega, 2000). On the other hand, however, there is just one meta-analysis study in the area of L2 motivation: a study which focuses on Gardner's (1985; 2000) socio-educational model (Masgoret & Gardner, 2003). Moreover, there are no meta-analysis studies after that, even though the L2 motivational self system (Dörnyei, 2005; 2009) has been introduced to the field, and the number of publications on L2 motivation have been increasing drastically (Boo, Ryan, & Dörnyei, 2015). Therefore, it is assumed that in spite of the expansion of the number of studies in L2 motivation, researchers in the field are still persistent in doing narrative reviews that can increase the risk of drawing out biased results. Considering the nature of research synthesis and the current state of the methodological approaches in L2 motivation research, there is a necessity of introducing meta-analysis in order to accumulate and to synthesise outcomes of the prior research in L2 motivation in a systematic way. The presentation will introduce the theoretical background and a basic procedure of meta-analysis, together with a specific example in SLA, and will discuss 'how and on what point' we can conduct meta-analytic studies in L2 motivation research.

Keywords: L2 motivation; Meta-analysis; Research synthesis; Quantitative research methodology

**Exploring Expert
Raters' and ESL
Speakers'
Perceptions
of Speech Fluency**

Day One, 12:30-13:05

Kent Williams
Carleton University,
Canada



Prior research has focused on investigating speech fluency perceptions primarily through quantitative analysis of temporal measures of speech (e.g. speech rate) while less attention has been devoted to qualitative means of inquiry. To fill this gap in research, this study incorporated a two-phase mixed-methods (quantitative and qualitative) design to examine how English as a second language (ESL) speakers' speech fluency is perceived by expert raters and intermediate to advanced ESL speakers enrolled in a Canadian university. In phase one, interviews and test simulations of task one of the Oral Language Test (OLT), which is the speaking component of the Canadian Academic English Language (CAEL) assessment, were conducted with six ESL test-takers who later self-evaluated their one-minute speeches according to two different grading rubrics: a) the task one CAEL/OLT holistic criterion-referenced band scores and descriptors; and b) the Common European Framework of References for Languages (CEFR) analytic criterion-referenced benchmarks. In phase two, interviews were conducted with two expert raters who evaluated the speeches according to the same scales. The qualitative analyses revealed that participants' evaluations of speech performances were influenced by the perceived degree of automaticity, comfort, grammatical acceptability, speed, continuity, contextual/cultural familiarity, and comprehensibility of speech.

The quantitative analyses revealed strong and/or significant correlations

between specific temporal measures of speech (e.g. speech rate and phonation-time ratio) and participants' evaluations of speech performances on the CAEL/OLT and CEFR scales. Merging the quantitative and qualitative analyses revealed how temporal measures may be perceptually interrelated with non-temporal features of the fluency construct, suggesting that temporal measures only constitute one aspect of a larger whole.

Keywords: ESL, speech fluency, testing, assessment, mixed-methods

The Effects of Task Complexity Manipulated by Reasoning Demands on Second Language Learners' Oral Performance: Interaction with Language Proficiency and Working Memory

Day One, 16:30-17:05

Anas Awwad
University of Reading



A central debate in the cognitive approaches to Task-Based Language Teaching is whether cognitive task complexity has an impact on second language (L2) performance, and if so in what ways it influences the different aspects of learner L2 performance. The Cognition Hypothesis (Robinson, 2011) predicts positive effects of performing more complex tasks on accuracy and complexity of learners' speech, and negative effects on fluency. Following these predictions, this study aims to: a) investigate the impact of task complexity (TC) manipulated by intentional reasoning (IR) demands on L2 oral performance and b) whether learners' differences in language proficiency (LP) and working memory (WM) interact with task demands to affect different aspects of speech.

This study has employed a 2x2 within-participants factorial design. In which IR, LP, and WM are the independent variables and complexity, accuracy and fluency of the learners' speech are the dependent variables. Oxford Placement test (Allan, 2004) and an elicited imitation task (Ortega et al., 1999) have been used to assess participants' LP. Following (Wright, 2010), backward-digit span tests have been employed to measure participants' WM.

Fifty Jordanian secondary school students of different LP (C1-A2) and different WM span (4-9) performed two video-based narrative tasks of different degrees of TC (less IR/ more IR), followed by completing a retrospective questionnaire on their perceptions of task complexity. The elicited oral performance will be transcribed, coded and analyzed to measure its complexity, accuracy and fluency.

The findings will have important pedagogic implications for language teaching and language testing as they can help with selecting, grading and sequencing tasks in language teaching syllabi and language tests. The findings are also specifically important for SLA research as they can show whether individual variables such as WM and LP interact with task complexity to affect task performance.

Keywords: Oral Performance, Task Complexity Reasoning

An Investigation of English for Legal Purposes at the Faculty of Law and Administrative Sciences (Case of Tlemcen University: Algeria)

Day One, 15:50-16:25

Leila Benseddik
University of
Northampton



In today's globalized world, people correspond with other from around the globe using English as a lingua franca. Thus, mastering the English language has become a necessity for everyday communication in numerous domains; the educational sphere is not an exception. The Algerian educational system has incorporated English language teaching at the tertiary level as a compulsory module in almost all the disciplines in the Algerian universities including law and administrative sciences.

The present investigation is an exploration of English for Legal Purposes (ELP) teaching situation at the faculty of Law and Administrative Sciences in Tlemcen University (Algeria). The aim of the current study is to analyze the English course designed for students of Law and Administrative Sciences, in terms of its content and its teaching materials. Furthermore, the researcher aimed at proposing a teaching approach which might be useful for the ELP students since the supremacy of the English language makes its mastering an urgent need. To undertake this study, the investigator made use of an interview with the ELP teacher and administered a questionnaire to his master students. Hence, the research instruments used in this study allowed the researcher to obtain the needed data which were analyzed both quantitatively and qualitatively. Consequently, the results obtained from the data analysis indicated that the ELP course was mainly based on translation of some legal terms and texts and use of legal articles that the ELP teacher download from the internet. It was also found that there is no specific teaching method used in the ELP classes, however, students showed a desire to be taught through content based approach. In addition, the outcomes point out that the ELP students were aware of the importance of English in the field of law and they show an interest to learn the English language in general and the legal English in particular since it is required in their future profession.

Keywords: English for Specific Purposes (ESP), English for Legal Purposes (ELP), Legal English, Content Based Approach (CBA), translation

Discourse Intonation and Teacher Cognition

Day One, 15:50-17:05

ALUMNI TALK

Mahmoud Jeidani
University of Warwick



This presentation examines the relationship between discourse intonation (DI) and teacher cognition, seeking to achieve a better understanding of the relationship between teacher cognition and DI. It is found that instruction on DI is a dynamic debate fed by both teacher training and teachers' experience of teaching and learning in general, which leads into suggesting the need for any teacher training on DI to take into account both DI knowledge as well as teacher core and peripheral belief. The contribution lies in its tapping of a relatively poorly investigated area and offering advances on the many negative or simplistic teacher attitudes regarding intonation instruction as expressed in the literature, as well as in bringing to the surfaces something which teachers sometimes are not explicitly aware of.

Keywords: Discourse Intonation, teachability, learnability, Lingua Franca Core (LFC)

**Teacher Autonomy
in Context: An
Inquiry into
Teachers’
Perceptions of
Freedom and
Constraints**

Day Two, 11:20-11:55

Ernesto Vargas Gil
University of Warwick



Currently, teachers of English seem to be caught between opportunities for pedagogical innovation, due to the advances in technology, and restrictions, due to international demands for standardisation and testing. The tensions this creates motivate, frustrate or drive teachers to resignation. However, the literature on this topic is scant and the existing research studies tend to present abstract or decontextualized findings that don't account for the 'real individuals' nor the social world in which those individuals live.

This presentation shows the findings of an inquiry into the perceptions of three international teachers of English regarding autonomy in the development of their teaching practice from what attempts to be a 'deeper' and 'broader' perspective. To this end, a qualitative approach was implemented making use of minimal-intervention, semi structured interviews and an emergent approach for text analysis.

Keywords: Teacher Autonomy, autonomy in context, deeper and broader perspective, Critical Applied Linguistics

**“Now I
Understand My
Puzzle More
Better than Ever”:
Understanding
'Understanding'
in Learner
Practitioner
Research**

Day Two, 12:00-12:35

Susan Dawson
University of
Manchester



The University of Manchester

What does it mean to 'understand' something, and what 'understandings' might learners develop as they engage in learner research? This presentation attempts to answer these questions by applying a framework developed from Aristotle's philosophy to naturalistic, classroom data generated during a 10 week English for Academic Purposes (EAP course) during which the learners engaged in practitioner research based on the principles of Exploratory Practice (EP). I begin by describing the context of the study, briefly outlining how I used EP as both my methodology and pedagogy throughout the course. I then focus on the second principle of EP, 'work primarily to understand language classroom life' (Allwright, 2005: 260), describing how my practitioner and researcher experience forced me to reconsider my own conceptualisation of that principle. I explain how I developed a framework for understanding 'understanding' based around a nuanced reading of Aristotle's work on different forms of knowledge and ways of knowing: a 'gnoseology' rather than an 'epistemology'. Gnosis is a broader and more encompassing term for knowledge than the more limited and narrow episteme. I show how I have attempted to apply this framework to the data, looking at examples that I believe clearly exemplify each category before discussing some of the examples where the boundaries are fuzzier, overlapping and less clearly defined. I raise questions about the extent to which these categories have explanatory power for understanding 'understanding', and end by discussing some of the possible implications of using such a framework for understanding the different types of knowledge produced through practitioner research.

Keywords: Exploratory Practice, practitioner research, knowledge, Aristotle

**Student-teachers
Making Sense of
their Learning:
Reflections on an
Integrated
Curriculum
in Pre-service
English Teaching
Programme**

Day Two, 12:00-12:35

Loreto Aliaga-Salas
University of Leeds



UNIVERSITY OF LEEDS

The Integrated Curriculum (IC) is a five-year pre-service English teaching programme in Santiago, Chile. This new curriculum innovation started in 2011, and its first cohort finished in 2015. It is integrated since it intends to teach all its curricular strands, i.e. integrated English language (IEL), methodology, education and school internships in an integrated fashion, where contents and teaching/learning processes support and complement the other strands. Besides, the IC exit profile aims to educate critical and reflective teachers who understand the school contexts to foster social changes through language teaching. My research focus is on IEL since it concentrates over 60% of the curriculum hours, since student-teachers are expected to achieve a C1 proficiency level, and most teacher trainers teach in this strand.

My PhD research "Teacher trainers' cognitions during the implementation of an innovative pre-service English teaching programme in Chile" follows up four teacher trainers teaching in the IEL strand through interviews and classroom observations. Even though my main focus is on teacher trainers, I am interested in student-teachers since they are the ones who will finally enable this innovation in the school classroom upon graduation. Therefore, it is critical to understand how the IC is taken into the classroom by teacher trainers, hence how student-teachers make sense of it.

My presentation focuses on student-teachers perceptions on the Integrated Curriculum implementation in the IEL classroom. I will report on their views of the IC, its aims and, most importantly, what they experience in the IEL classroom. In the interviews, student-teachers report to have narrow view of the IC, mainly focused on the IEL. They also have different perspectives on the way they learn English in the IEL and the relation with the school classroom. My conclusion will reflect on student-teachers overall experience and draw on possible future directions of the IC.

Keywords: Curriculum innovation, pre-service teachers, Chile

**A Multi-case
Analysis
of Teachers'
Cognitions About
and Use of Digital
Technology
for Literacy
Instructions**

Day Two, 15:50-16:25

Saiful Izwan Zainal
University of Warwick



There have been few descriptive and in-depth study on teacher cognitions about how to use digital technology in English literacy instruction, and there are very few reports of their genuine use of digital technology. This is an issue that should be given attention because teachers' cognitions about and use of digital technology are often associated with each other, and the knowledge of these elements is essential for improving the quality of teaching and learning. In this paper, I will review some literature and explain my research design. Since the study is still in the planning stage, and the pilot study for this research is still ongoing, no report on findings will be presented. The objectives of the study are: 1) to examine the nature of Malaysian teachers' cognition about digital technology and its use in English literacy instruction, 2) to examine where the teachers' cognitions come from, 3) to examine how Malaysian teachers use digital technology for literacy instruction in the classroom, and 4) to examine how Malaysian teachers' cognitions about digital technology are related to their use of digital technology in ESL literacy instruction. This study examines teachers' cognitions about and uses of digital technology in English literacy instruction among three teachers in Malaysia. Working within the tradition of descriptive and exploratory qualitative research, this research design focuses on employing a multiple case study approach. The teachers will be surveyed, interviewed, and observed about their cognitions and uses of digital technology in English literacy instruction.

Keywords: Teacher cognition, Digital technology, Literacy Instructions

Assessing Libyan EFL Learners' Implicit Grammatical Knowledge in Essay Writing

Day Two, 16:30-17:05

Abdelmunsef
Almansori
University of Aberdeen



The primary objective of this paper is to make investigations, inferences and see how well forty Libyan EFL students, who participate in this study and are randomly chosen, use their knowledge of grammar in essay writing. It is argued by El-bouri (2003) that Libyan EFL students face enormous difficulties in using the simplest structures of grammar and even some of them cannot write simple sentences. The assessment reflects Purpura's (2004) argument that assessing the students' implicit knowledge of grammar should include both forms and meanings at both sentence and discourse levels. Both forms and meanings can be tested by using several extended-production tasks such as writing summaries, essays, and reports. The methodological purpose beyond the selection of the essay writing proficiency test and the choice of the Libyan EFL are based on some reasons. First, writing essays contain a variety of grammatical errors, similar to those of local and global EFL students. Second because the students for this study supposedly have enough experience of sentence structure and can reflect better assessment of their implicit knowledge of grammar. The students' errors are calculated by indicating the number of students who have erred in each category, and not on the frequency of errors have been committed. However, some students might have committed the same error several times. Only very few students have done well in the essay writing proficiency test. The findings would only reflect the specific group of students, taught by the specific teacher, in the specific geographical and social context. Also, the findings would reflect the students' knowledge of grammar in writing, and their use in specific text types.

The analysis and assessment focus on this particular group of students involved in the study to conclude their implicit knowledge of grammar in real life authentic tasks at one point in time.

Keywords: implicit grammatical knowledge, essay writing, Libyan EFL learner

A Study of the Pearson Test of English Academic (PTEA) and Students from the 'Outer Circle': Their English Proficiency, Ownership of English and Academic Performance at UK Universities

Day Three,
11:20 – 11:55

Roy Wilson
University of Warwick

This study is an investigation into the English proficiency of students from an overlooked group in language testing - the 'outer circle' (Kachru, 1985) . These are individuals largely from countries of the former British Empire (present-day British Commonwealth). Many of these individuals already have a strong background and education in a variety of English before taking international academic English tests such as the PTE Academic. Many can also be said to have appropriated the language and have 'ownership' of it (Widdowson, 1994; Norton, 1997, Gupta, 2006; Davies, 2013). This study addresses a need to explore the relationship of an academic English test - the Pearson Test of English Academic - to these students' subsequent academic performance at university (predictive validity).

The research was conducted in two strands in a convergent mixed methods study. The first strand explored aspects of the language proficiency and ownership of English of outer circle students using a large data set of test scores, university admissions policies and the views of Pearson representatives and outer circle students.



The second strand took a qualitative case study approach to predictive validity using the PTE Academic score profiles of four particular cases from the outer circle (Anglophone West Africa) and related these to the students' actual experiences at university – both linguistic and study-related. This was conceptualised as 'study experiences' (Banerjee, 2003; Fox, 2004) and 'language behaviour' (Ingram & Bayliss, 2007) as opposed to using final academic or semester grades as a criterion of performance.

In my presentation I will present an overview of my study design, methodology and findings with reference to my literature review.

Keywords: World English Varieties; Test Validity; Academic English; Academic Performance; Language Proficiency

**Investigating
Young Children's
Grammar
Representations:
Evidence of
Lexically-specific
Priming Effects in
Language
Production**

Day Three,
12:00 – 12:35

Sophie Hardy
University of Warwick



Understanding how children learn to comprehend and produce different grammatical structures is essential for informing language interventions designed to combat language difficulties in young children. Previous research has found that children as young as 3-years-old can be primed to re-use different grammatical structures across otherwise unrelated utterances (the syntactic priming effect). However, what is currently less clear is the extent to which the repetition of lexical content between a prime and target can increase the size of the priming effect (lexical boost) in young children. In particular, no research to date has investigated the lexical boost effect of repeating verbs and nouns in transitive verb sentences. To address this question, we conducted a Snap picture-description task with 3-4-year-olds and adults. Participants were primed with both active and passive sentences (e.g., "the sheep is kissing the frog" / "the frog is being kissed by the sheep") and the degree of lexical overlap between the prime and target was varied (no overlap, verb overlap or noun overlap). Firstly, we found that both age groups were more likely to produce passive responses following passive primes than following active primes. This suggests that, by 3-4-years-old, children possess adult-like independent representations of different grammatical structures in their lexicon. Secondly, we found that repetition of the verb led to an increase in the priming effect observed in both age groups, indicating lexical boost; however, this was not the case when the noun was repeated. This lexically-specific effect suggests that children and adults represent verbs and nouns differently in transitive verb sentences. One explanation for this is that verbs are more strongly tied to the grammatical structure than nouns because they possess a more salient syntactic and semantic role within transitive verb sentences.

Keywords: grammar, priming, children, representations, lexicon

Investigating Factors Affecting the Use of Oral Communication Strategies by KFL Learners

Day Three,
12:00 – 12:35

Jihye Eo
Yonsei University,
South Korea



This study investigates the factors influencing the oral communication strategies of KFL learners in the United States. The study was conducted from four different Korean language courses at a private university in the United States. Heritage and non-heritage learners of Korean learned the target language together in these language courses. They were asked to have a face-to-face interview with an instructor, to do an impromptu speech on current issues in Korea, and to give a formal presentation on Korean culture as oral assessment tools. The data included audiotapes of interviews and impromptu speeches and videotapes of final presentations. This study first identified the range, type, frequency of communication strategies in oral assessments that employed by intermediate and advanced learners of Korean and investigated those communication strategies' effects on learners' oral competency. For these, all data were transcribed by using transcription conventions based on Tannen (1984) and analyzed based on three macro-strategies: direct, indirect, and interactional strategies (Dörnyei & Scott; 1997). Then this study investigated what learner variables influence the use of spoken communication strategies. The results in this study showed mixed results depending on learners' heritage background. Findings indicated that students used different communication strategies in each assessment and significantly heritage students tended to use communication strategies more often than non-heritage students regardless of types of assessments. Regarding oral proficiency they had a tendency to use more various communication strategies, as they became more fluent. The results support a pedagogical implication that learners' oral competency could be remarkably improved if they developed communication strategies.

POSTER ABSTRACTS

**Focus on Form In
Task Based
Language
Teaching: Pre-Task
or Post-Task**

Poster Presentation

Misnariah Idrus,
University of
Birmingham



This qualitative study investigated the perception of MA TEFL Students related to two different ways of providing form-focus instruction in Task Based Language Teaching (TBLT), pre-task and post-task. From semi-structured interviews conducted to four participants, it has identified that MA TEFL students think that providing the focus on form in the pre-task stage gives all students an equal chance to practice the language form when working on the task, improves awareness of the language form target, supports students while working on the task, and motivates unconfident students. However, it is possible that this approach also makes students hesitant to speak. On the other hand, providing the focus on form post task is believed to improve students' understanding and retention of the language form and stimulate them to learn the meaning of vocabulary based on its context. However, it is regarded as being beneficial mostly only for higher-level learners.

**The Representation
of the Speech
Event of Giving
Directions in
English Textbooks**

Poster Presentation

Larissa Goulart da
Silva, University of
Warwick



The purpose of this poster is to present an analysis of how a speech event is represented on two English language textbooks collections used in Brazilian public schools. According to Hymes (1974:52) speech events are "restricted activities, or aspects of activities, that are directly governed by rules or norms for the use of speech" such as ordering on a restaurant or giving directions. With regard to the latter, Scotton and Bernsten (1988) have identified a structure for giving directions based on 216 naturally occurring examples. The structure identified by these authors comprises the following stances: an opening sequence, the directions, a pre-closing and a closing sentence. Considering that listening activities presented in language textbooks usually aim at exemplifying a speech event that may occur in real life interactions. The objective of this work was to compare the structure proposed by Scotton and Bernsten (1988) with examples of giving directions presented on two textbook collections. The textbooks analyzed are written by Brazilian authors and are part of the Brazilian National Textbook Program, which is a government policy that selects and distributes free textbooks to public schools. Both of these textbooks have one unit dedicated to direction giving with six examples of situations in which one speakers is asking directions to the other. Through the analysis of the examples provided on these units it is possible notice that they do not follow the structure presented by Scotton and Bernsten, sustaining Yule's (1995:185) claim that there is a "substantial mismatch between what tends to be presented to learners as classroom experiences of the target language and the actual use of that language as discourse outside the classroom".

Hymes, D. (1974) *Foundations in sociolinguistics*. Philadelphia: University of Pennsylvania Press.

Scotton, C., & Bernsten, J. (1988) Natural conversations as a model for textbook dialogue. *Applied Linguistics*, 9(4), 372 – 384.

**Engaging
Screenagers in
Online Thinking
Together to
Improve ESL
Writing: A
Design-Based
Research**

Poster Presentation

Aireen Aina Bahari,
University of Exeter



In Malaysian Certificate of Education (MCE), equivalent to GCE O-Level, secondary school students' English language ability is mostly determined by their writing skill which mostly require them to write on reasoning. My overarching aim is to help them to write more effective reasoning in their exam. I wanted to explore student-led online discussion using mobile assisted language learning (MALL) and investigate its links with individual written argument in order to design an online intervention rich in discussion that would help future ESL students write better essays. In the context studied, classroom activities were exclusively teacher-led where student-led group discussion is sporadic. Hence, online Thinking Together appears more appropriate in this context. This study will be conducted based on the principle of design-based research (DBR) in four iterations involving 15 students. In the pre-intervention (first iteration) stage, students' essay will be analysed for the quality of their reasoning. Online interview will be conducted to investigate the difficulties they had when producing the essay. In intervention stage (second iteration), students will be exposed to online TT approach using their mobile phones. Their quality of reasoning will be analysed in the post-intervention (third iteration) to find any improvement as the impact from the intervention. Another online interview will be conducted to examine their perceptions on the usefulness of the intervention and the impact on their writing. This study also will have larger implications on how TT approach is attainable in the scope of mobile assisted language learning (MALL) and subsequently improve ESL students' written reasoning.

**Learners'
Perceptions of
their STAD
Cooperative
Learning
Experience: Do
Gender and Past
Achievement
Matter?**

Poster Presentation

Priska Pramastiwi
University of Warwick



That language acquisition is essentially a collaborative process points to Cooperative Learning (CL) as superior among other instructional learning strategies in improving academic achievement and affective domains (Kagan, 1985; Slavin, 1995; Johnson & Johnson, 1999). Nevertheless, how learners think of the circumstances that render such positive learning outcomes and the enjoyableness of CL are neglected. This research explored the perceptions of 36 Indonesian high school learners studying the functions and patterns of Conditional Sentences within the dynamics of a CL structure, Student Teams Achievement Division (STAD). It examined the extent to which learners perceived their amount of learning, their contributions to the learning of others and the overall pleasure of the referred technique. As individual characteristics contribute to the successful application of CL, perceptions between boys and girls, and high and low achievers were further compared. The participants' opinions were obtained through a survey, analyzed with Chi-square, a descriptive statistical tool, and confirmed through semi-structured in-depth interviews. Results revealed that neither gender nor past achievement matter in the forming of perception as all participants perceived the learning process positively. However, male learners were slightly more appreciative on the importance of team contribution as well as individual accountability on their learning success. Although high achievers more firmly verified the clarity of STAD and enhanced comprehension compared to their lower-achieving counterparts, both groups approved their adequate contribution to the teamwork. Regarding further use of STAD, only one-fourth of the participants felt strongly on this matter due to the unlikelihood for skill-based practice, e.g. reading, to fit with the approach. With this knowledge, in exerting STAD, it is advised for teachers to fulfill each key CL component and limit its use to concept forming.

PAD

Professional and Academic Discourse

Academic Discourse

Political Discourse

Professional Discourse

Identity

Leadership

Higher Education

PAPER ABSTRACTS

**Multimodality in
Public Discourse:
Combining
Linguistic, Vocal and
Visual Analyses**

Day One, 12:30-13:05

Nadia Abiatico
Aston University



Verbal and non-verbal communication, the latter further subdivided into phonic and non-phonic, are at the heart of the present research, which involves the application of the linguistic, vocal and visual methods to commencement addresses, traditional academic speeches delivered in American Universities on the occasion of the graduation ceremonies by well-known personalities.

This research deals with three aspects: verbal communication, visual features and vocal behaviour. I will show how to analyse spoken data by combining those three modes. I will investigate which methodologies are to be applied in order to understand how spoken discourse works when all of those three modes are involved. How does it all fit together? Commencement speeches have appeared to be the best vehicle in order to carry out this multimodal approach as they suit the potential methods of analysis I have considered so far as well as the existing theories. Particularly, rhetoric, discourse and narrative analysis will be displayed. Furthermore, I will present a musical analysis of the vocal performance by comparing musical parameters to the vocal ones, following a late 18th century approach, hardly improved or applied ever since (Kassler, 2005).

This multimodal approach represents an innovative and creative way of dealing with verbal and non-verbal communication, which could be applied to any kind of public discourse, not only the genre considered for this study.

Kassler, J. C. (2005). Representing Speech through Musical Notation. *Journal of Musicological Research*, 24 (3-4), 227-239.

Key words: Verbal communication, visual features, vocalics, multimodality, commencement speeches

**Epistemic
Negotiation in
Interviews with
Academic
Researchers**

Day Two, 11:20 -11:55

Sixian Hah
University of Warwick



This paper would apply perspectives derived from studies done on reflexivity in qualitative research interviews to understand epistemic negotiation between interviewer and respondent. I examined how the "social science interview should be seen as a product of situated interaction, rather than as the elicitation of the interviewee's pre-existing cognitive state" (Lampropoulou & Myers, 2012). The notions of reflexivity and agnostic approaches in qualitative research interviews would be considered to examine how interpretations and meanings are negotiated between interviewer and respondents in what Tanggaard (2007) termed as "discourses crossing swords", where the respondents in the research interviews could object to the interviewer's interpretations or where the assumptions of interviewer and respondent might differ. Drawing from concepts of epistemic territories and the epistemic gradient (Heritage, 2012), the paper would examine the shift in epistemic positions occupied by interviewer and respondent as negotiate their assumptions and co-construct knowledge in the research interview. In addition, the paper would also examine academic researchers' attempts at epistemic positioning vis-à-vis other researchers, in order to study how researchers in Social Sciences and Humanities position themselves in spoken discourse. This paper makes the case for researcher reflexivity in analysing qualitative research interviews.

Keywords: Epistemic negotiation, academic researchers, reflexivity, research interview, epistemic positioning

**What is a Decision?
Exploring Decision-
making Episodes in
Committee Team
Meetings in Higher
Education in
Malaysia**

Day Two, 12:00–12:35

Nor Azikin Mohd Omar
University of Warwick



An extensive body of literature exists on decision-making, and academics from different disciplines have developed numerous models of decision-making to capture how strategic decisions ought to be made in certain situations (Mintzberg, 1976; Allen, 1996; Jabs, 2005). These models, which are based on abstract theories rather than authentic interactional data, provide some of the principles, styles and guidelines that govern the process of decision-making. However, most of them are prescriptive in nature rather than descriptive, and they thus fail to capture the interactional complexities involved in actual decision making practices. In order to complement this previous work on decision making, this study provides empirical evidence of the decision-making processes by analysing authentic meeting interactions consisting of audio- and video-recordings of a team in a higher educational context in Malaysia. Instead of laying out the strategies used by participants to make a decision, this study aims to provide a better understanding of the complexities involved in decision-making episodes in a workplace setting (see also Marra, 2003; Clifton, 2009; Huisman, 2011; Angouri and Angelidou, 2012). Taking a social constructionist approach and using discourse analytical tools, this study produces a more nuanced picture of decision-making practices. A decision-making continuum will be proposed to capture the observed complexities of decision making, and to develop a typology of decisions based on the (discursive) characteristics found within the dataset. The study thus aims to contribute to ongoing attempts to unfold the messiness of decision-making (Angouri and Angelidou, 2012), and to provide some clarity on the concept of a decision.

Keywords: decision, decision-making, workplace discourse, meetings, Malaysia

**Teacher Identity
Construction in
the Vietnamese
Classroom.
A Case Study**

Day Two, 15:50 -16:25

Rose Nguyen
University of Warwick



Teacher identity construction is closely related to several aspects of classroom life, such as the quality of the classroom environment and the teacher-student relationship. This study aims to explore this integrated relationship between identity construction and classroom life in the specific context of Vietnam.

Vietnam is a particularly interesting site for an analysis of teacher identity construction – not only because it remains largely under-researched, but also because of its relatively new socioeconomic environment, which puts considerable emphasis on English education in Vietnam, which often translates into new demands and more pressure on the teachers. Teachers in Vietnam are faced with different expectations regarding their teaching methods. On the one hand, traditional teaching methods propagate a teacher-centred approach, thereby constructing a power imbalance between teachers and students, known as teacher-centred. On the other hand, more recently, a more communicative teaching movement is widely propagated and promoted nationwide.

Drawing on several hours of recorded classroom interactions, observational notes, and interviews with a teacher and his students, this paper explores how a teacher in a Vietnamese classroom constructs and negotiates his identity in this difficult context. The paper identifies and describes some of the discursive strategies, which he draws when trying to orient to and combine these different expectations. A particular focus is on his use of pronouns, and sequence organisation drawing mainly on CA methodology.

Initial findings show that the power asymmetry between the teacher and the students persists, and that issues of morality are particularly relevant for the construction of teacher identities.

Keywords: Teacher identity, Conversation analysis, Vietnam

Writing Reflective Blogs: A Genre Approach

Day Two, 16:30-17:05

Sarah Banks
University of Warwick



Personal development is now integrated throughout a student's higher education in the UK. It is hoped that by concentrating on a student's personal development higher education institutions will help students develop the skills and behaviour considered desirable of a graduate (Cook 2006). The Higher Education Academy (HEA) states that the Personal Development Planning (PDP) process should embrace various approaches to learning and these should include planning, doing, recording and reflecting (HEA Feb 2014). With the advance of technology many institutions have since implemented tools such as blogs and e-portfolios for students to be able to record and reflect on their learning as recommended by the HEA.

This study concentrates on a group of students attending a higher education institution who have been selected after interview to participate in an internship within a university department. A requirement of the internship is that interns must use a blog to write reflectively about their experience. These blogs form the focus of my study. In this presentation I will concentrate on the genre of blogging. Using preliminary findings I will suggest features of this particular genre and I will consider how these might change when looking at the sub-genre of reflective writing in the blogging form. Thematic analysis was used to examine the data as well as limited interviews with staff and the interns. Whilst the findings are preliminary, certain patterns have been noticed and include: the use of prompts and how this might guide the students' blog posts; and the use of multimedia and how this might indicate the intern's engagement with the blog. These initial results and features of the blogging genre will be presented in more detail with the intention that this will lead to questions and open discussion.

Keywords: Blogging, Reflective Writing, Personal Development, Genre analysis, Thematic analysis

Multilingualism and Language Change in Electronic Academic Discourse

Day Three,
11:20 – 11:55

Djamel Eddine
Benchaib,
University of
Northampton



Interdisciplinary research has recently gained ground in a number of studies in Applied Linguistics. This paper is also interdisciplinary research which develops a framework of electronic academic discourse analysis by applying insights that have a relation to sociolinguistic, socio-cultural, Internet linguistic and Internet studies (cybercultural and cyber sociological studies) to analyse the use of three distinct languages - Arabic, French, and English – by Algerian users of LinkedIn. The aim is to find out about multilingualism (focusing on the use of languages while being digitally connected as it may relate to users' identities) and language change that can occur through online spaces. Thus, the focus will be on digital communication via LinkedIn. LinkedIn users (academics) possibly build virtual academic communities, aiming at creating academic activities and stimulating innovations of scientific projects, by using several languages to exchange ideas. These virtual academic communities can be observed to collect data and create a corpus for the study. For the methodology, this study will be a digital ethnography of communication which will allow using mixed methods to match appropriate data: online observation to collect posts from LinkedIn groups, computer-mediated discourse analysis (CMDA) to examine language use in these posts by taking into consideration four levels of language: structure, meaning, interaction and social behaviour, and online focus group discussions by inviting 6 to 8 academics on LinkedIn to discuss different situations of language use based on the findings from online observation and CMDA.

Consequently, three disciplines will be interrelated to explore multilingualism and language change in online spaces, and 'Digital and Interdisciplinary Communication Analysis' will be a suitable name for the framework of this study.

Keywords: Electronic Academic Discourse, Virtual Academic Communities, Digital Communication, Computer-Mediated Communication, Multilingualism & Language Change

POSTER ABSTRACTS

**Doctor-Doctor
Communication:
What's Going
Wrong?**

Poster Presentation

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Discharge documents are important in transferring information from the hospital to the GP; this importance is widely recognised. However, despite the known cruciality of discharge communication documents, research has indicated a need for communication improvement in order to decrease rates of adverse patient outcomes. This project focuses on how to improve discharge communication between primary and secondary carers and their patients in order to enhance patient safety and continuity of care. The intended methodology collaborates a linguistic and health sciences approach. Discharge communication will be examined in terms of linguistic components and practical considerations such as who should be receiving discharge documents and when. A mixed methods approach will be used, drawing on techniques from both fields, to include interviews, focus groups, content analysis and corpus linguistics. The results will indicate what comprises 'good' and 'bad' discharge communication; this will be used to form guidelines for practitioners on good practice of discharge communication.