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Abstracts Booklet

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Crossing Boundaries

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June

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Helena Wall, PhD student, The University of Warwick | **Early years oracy assessment: Understanding how teachers assess pupils' oracy through negotiation of interactional norms in the classroom**
Oracy (skills in spoken language) is identified as a life skill (Wilkinson, 1965), a medium of learning (Jones, 2017; Wilkinson, Davies & Berrill, 1990), and a facilitator of literacy development and second language acquisition (Amorsen & Wilson, 2016; Pinter, 2017). However, over 1.4 million children in the UK have speech, language and communication needs (I CAN & The Royal College of Speech & Language Therapists, 2018). This study introduces the interactional sociolinguistics approach into the field of research on oracy to improve our understanding of oracy assessment in the classroom. Teachers conduct assessment by observation of the language and communication of their pupils aged 4-5 under the requirements of the Early Years Foundation Stage (EYFS) statutory framework (Department for Education, 2017). I examine how this assessment is enacted via the negotiation of interactional norms in the classroom. I utilise embodiment analysis of classroom observations to explore how teachers and peers encourage, sanction and discourage children's oracy behaviours In this presentation I discuss three excerpts, focusing on the use of strategies for modelling preferred oracy behaviour in negotiating interactional norms. I frame my analysis with reference to the Oracy Skills Framework's pre-eminent conceptualisation of oracy (Mercer, Warwick & Ahmed, 2017) and the EYFS language and communication goals. My initial findings indicate a hierarchy of 'oracy norms' which are encouraged by teachers and children through (peer) socialisation strategies, including modelling. Finally, I discuss the need to approach oracy assessment with a greater focus on child agency in the negotiation of oracy norms.

Dr. Fatma Toköz Göktepe, Recent graduate, Çağ University | Co-author: Prof. Dr Naciye Kunt | **Language Teacher Identity Construction in Challenging Communities of Practice: A Case Study**
This study reports on a longitudinal case study scrutinising language teacher identity construction or (re)construction of two newly graduated English as a foreign language teachers. Specifically, this study aimed to explore the trajectory of teacher identity (re)construction from pre-service teacher education to in-service teaching in an English as a foreign language context in Turkey. Data from reflective narratives, practice teaching diary and researcher field notes over 1.5 years indicate teachers' enthusiasm, willingness and desires for being a teacher might fade when they begin teaching in their challenging community of practices. These communities may have adverse effects on the teachers instead of supporting them in their first year of teaching; even the consequences of these effects can be devastating for the teacher. This study contributes to the growing interest in language teacher identity and highlights that beginning teachers need support through constructive mentoring and induction programmes. Moreover, particular attention needs to be paid by governing bodies to support beginning teachers and hear the teachers' voices experiencing some challenges in the community of practice. The study also calls for beginning teachers to reflect on their teaching practices from a critical lens to understand actual teaching settings.

Maria Nagao, Postgraduate student, The University of Queensland | **English teachers of young learners in Japan: A discourse analytical study on identity construction**
The growing research on language teacher identity has been considered an important way to understand teachers' attitudes and teaching practices. Many studies have found that English teachers' identities are multiple, shifted and affected by various factors (i.e., interactions with students and colleagues). However, research on the English teacher identity of young learners, specifically in the private institution context, is still underexplored. To contribute to the research on the identity construction of English teachers of young learners, this study aims to examine how teachers construct their identities in English private pre (day-care) and after school programs in Japan. The data was collected from five native English-speaking teachers (NETs) and four Japanese non-native English-speaking teachers (NNETs) from different private pre and after schools in Japan. Using discourse analysis, over ten hours of audio-recordings from semi-structured interviews were analysed. The findings show that participants have constructed a 'mother' identity to discipline students and support their development. However, there is a limitation of being students' mother due to their school context, which identifies students as 'customers.' Furthermore, distinct NETs' and NNETs' identities (i.e., NETs as 'foreigners' and 'marketing tools' and NNETs as 'translators' and 'information folder') are also found. This can be associated with schools' different expectations for teachers. For instance, NETs are expected to provide an authentic English environment, while NNETs are expected to mediate the communication between NETs, students and parents. These expectations are based on the deep-rooted ideas of English education in Japan, native-speakerism and the English-only policy.

Firdaus Shireen, Postgraduate student, The English and Foreign Languages University | **Can Multilingual Assessment Instrument for Narratives (MAIN) be used as a Part of Daily Classroom Pedagogical Practices: An Exploratory Study on Odia-English Bilingual Middle Schoolers**
With globalization taking place both in the physical and digital spaces, people, especially the younger generation is exposed to language through many resources which have now furthered the process of multilingualism becoming the norm. Evolving language scenarios demand new methods and pedagogies in the area of language learning and Multilingual Assessment Instrument for Narratives (MAIN) serves the exact purpose of moving beyond the traditional classroom practices. MAIN is a language assessment tool that deals with the narrative skills of bilinguals and multilinguals and is designed to give information about how the underlying narrative structures and linguistic elements work across languages. The paper will elaborate on how using this instrument in a classroom situation on a regular basis would help students transfer their narrative skills from their native language to other languages. Students belonging to the 9-12 age group were asked to spontaneously tell stories in both English and Odia with the help of 4 sequences of pictures. The stories were transcribed and evaluated for both narrative and comprehension skills based on the protocols provided by the instrument. It is expected that patterns of interlanguage transfer of narrative skills will be found upon the comparison of results in both languages. These patterns will be useful in building strategies that could help create a symbiotic relationship of mutual growth between the set of languages being taught in the classes.

S. Anjana Krishna, PhD student, National Institute of Technology, Tiruchirappalli | Co-author: Dr V K Karthika | **Enhancing Speaking Skills Using Podcasts that Assert Learners' Transportable Identities**
In Indian ELT classrooms at tertiary level, learners from regional language medium schools find it difficult to cope up with English though they are outstanding in other subjects. One of the most important factors that affect the learning process is the 'baggage' (García, 2014) that they bring into the language classroom. Identities that are very personal to the learners and are related to their social, religious, or cultural experience - termed as transportable identities (Zimmerman, 1998) - have an impact on the learners in being involved in the cognitive processes pertaining to language learning (Keiths, 2006; Ushioda, 2020). Considering this, it is important to investigate how such transportable identities could be exploited in a language classroom to develop the speaking capabilities of the learners. The present study attempts to investigate how motivational podcasts that match with the transportable identities of learners could assist them in developing their speaking proficiency. Largely designed as a qualitative study, we use a quantitative approach only to establish inter-rater reliability of the pre-test and the post-test. The subjects of the study are the six first-year Engineering undergraduate learners from NIT-Trichy, India. Data collection will be done using discussion, pre- and post-intervention assessments of speaking using Luoma (2004) scale and feedback. To triangulate data and to justify the change in the nature of language use and to identify learner perceptions one to one interview will also be conducted. The study expects to trace the nature of changes in the learners' speaking proficiency level and state the implications of using Podcasts as speaking enhancement tools for communicative English classrooms.

Matthew W. Turner, PhD student, Toyo University | **Podcasting as Research in Language Teacher Development**
This presentation will identify emerging research spaces and opportunities that activities with podcasts can provide in relation to their utilisation in the area of language teacher development. This presentation's purpose is to establish and consider the potential of podcasts as dynamic research sites for those interested in or involved with investigating language teacher development practices. Podcasts are user-generated audio creations that are delivered to listeners' devices through various applications. Over the last two decades, podcasting activity has vastly expanded, with a wide range of innovative and revolutionary formats now available. Research into podcasts in educational fields has followed different conceptual paradigms since the technology's inception in the mid-2000's, with prevailing emphases largely based around the technological affordances of the medium (Llinares, Fox, & Berry, 2018). Broadly speaking though, there are areas of focus that have been largely underexplored, with some observers seeing a disparity between methodological discussions on podcasting's phenomenon and the rampant cultural impact the format is having (Lundstro?m & Lundstro?m, 2020). In ELT, podcasts are growing in significance as tools for reflective practice and knowledge dissemination (Turner, Lowe, & Schaefer, 2020), therefore yielding the potential for podcasts to become qualitive spaces of inquiry. In this talk the presenter will introduce three developing theoretical concepts for discussion: Inquiry through Podcasting, Podcaster Inquiry, and Inquiry using Podcasts. These categories consider podcasts as sites of research, as active research methods, and podcasters as research subjects or investigators. Selected podcasting projects are used to illustrate current approaches that are being experimented with.

Valentina Bartali, PhD student, The University of Warwick | **The sociopragmatic dimension of language use and evaluations of linguistic behaviour. A cross-cultural investigation of Italian and British-English speakers**

As widely recognised in the literature, culture can influence not only how people communicate and their linguistic choices, but also the driving reasons behind such differences. However, not much research has been conducted to tease out such diversities across cultures and the underpinning motives.

This paper aims to attempt to fill this gap, by analysing and comparing how two sets of participants, Italian speakers and British English speakers, rated their and others' performances in intracultural roleplays of the same request scenarios. The focus is on how the two sets of participants perceived and interpreted the sociopragmatics variables of D (social distance, intended in terms of closeness/familiarity vs unfamiliarity, but also in terms of same or different age) and W (weight of imposition of the request) in each request and on how such perceptions and interpretations affected their evaluation of their own and other's linguistic behaviour. This cross-cultural analysis drew on the individual retrospective interviews conducted with the participants straight after they had performed the roleplays and was analysed by means of Content analysis. The results showed that cross-cultural differences emerged in terms of the importance attached to different variables, how the same variables were interpreted, and participants' expectations related to such variables. The two sets of participants' different evaluations, perceptions and interpretations were strongly influenced by different values, such as the negative politeness values of autonomy, non-imposition and respect for others' space/time/freedom (for the English participants) and the positive politeness values of solidarity, camaraderie and friendliness (for the Italian participants).

Hua Fan, PhD student, University Putra Malaysia | **A Mixed-Method Study on the Correlation between Intercultural Communication Competence and Intercultural Pragmatic Competence of Chinese Overseas Students**

My study is to investigate 1) the intercultural communication competence of Chinese overseas students in Malaysia, 2) the intercultural pragmatic competence of Chinese overseas students in Malaysia, 3) the relationship between intercultural communication competence and intercultural pragmatic competence of the Chinese overseas students. 30 Chinese overseas students from UPM will be engaged in this research. First, they will be ranked into 3 groups through the questionnaires of intercultural communication competence. Then, 6 to 9 students will have a discourse speech act task, questioning five situations: compliments, requests, refusals, apologies, and complaints, under a video camera. The complete data will then be organized and analyzed through the approaches of multimodal discourse analysis. At last, a follow-up interview will be presented to supplement the exploration of the relationship. The statistics of the questionnaire could provide an objective and useful self-check list for students who are preparing to study abroad, for teachers who conduct EFL/ESL education, and for international study policymakers. The data of multimodal discourse analysis would become referential and practical statistics for measuring the intercultural pragmatic competence of general Chinese overseas students. The statistics would reveal the weaknesses in English teaching and learning lexically, syntactically and in discourse, present suggestions for future EFL/ESL research. The finding of relationships would offer a new observation angle to the evaluation of these two competencies and would be the first time to show the relationship in the study-in-Malaysia context.

Nor Hazila Mat Lazim, PhD student, University of Malaya | **Using discourse analysis to study how aided tools are used to make decisions in the treatment of depression**

English language training is a fundamental tool in human behavior and relationships, participation, cooperation, interaction, and spread of academic as well as scientific knowledge. Hence, a superior management of such studies at university level became peremptory given the social commitment in rendering a competent professional to meet up with the standards of contemporary demands worldwide. Thus, the present study aims to support the need to find a balance between the teaching of English language contents to those of the curricular course on History of the United States of America targeted for the English Philology Major with a Second Foreign Language contextualized for the Cuban university through the Content and Language Integrating Learning as one of the most contemporary approaches in language teaching. To approach the situation this paper suggests deepening into the linguistic dimension in US History teaching. As a result, procedural suggestions are provided to cross boundaries of traditional language teaching of content courses at tertiary level, enrich the CLIL theory by tailor it to the Cuban context, and embed the dynamic so that it allowed for the development too, of critical thinking skills, linguistic and intercultural competence. It is decisive then to rightfully choose the language contents to be integrated and also to accurately plan the skills to develop, apart from a careful attention to the suggested approach.

29 June 2021 | 10:45-12:15
Intercultural Communication

Clytie Tian, PhD student, The University of Warwick | **A qualitative study of Chinese-Kenyan relating experience in Chinese-owned companies operating in Kenya**
China's growing and deepening engagement in Africa has attracted numerous controversial state-level debates on China's political and economic intentions and strained Chinese-African labour relations. However, limited attention has been given to the intercultural relating process of these two groups of people on an individual level. Thus, taking Kenya as a country focus, this study explored Chinese-Kenyan workplace relating experience in Chinese-owned companies with the aim to discuss ways to move this relationship forward. The original data were collected through 25 interviews from 29 Chinese and Kenyan participants working in different Chinese companies and industries and had been later on converted into 147 short story data (Barkhuizen, 2016) in order to better capture the process and content dimensions of their experiences using Spencer & Kádár's (2021) politeness evaluation model. Two types of data were both analysed in MAXQDA to understand the personal relating process and the criteria they were drawing from when making evaluative judgement of their experiences. Using the above approach, the study offered empirical insights into the Chinese-Kenyan relationship from an intercultural relation management perspective and the possible mismatches of the evaluative criteria that they viewed as important in their working experience. The data particular drew attention to the rights and obligation and social-moral dimensions that had been understudied in the intercultural literature.

Puyu Ning, PhD student, Pázmány Péter Catholic University, Hungary | **Chinese apologies: a meta analysis**
Ever since late 20th century, following the Cross-Cultural Speech Act Realization Patterns project (CCSARP), speech acts research on the realisation strategies of apology across lingua-cultures has boomed. Among the abundant contrastive studies, many involve Chinese apologies. The present study aims to conduct a meta-analysis of research on Chinese apology with a focus on the realisation strategies in order to discover the essential linguistic formulae of Chinese apologies and detect factors that influence the apology strategies in Chinese. We collect 373 apology studies involving Chinese lingua-culture published in English and Chinese in the past 30 years. Diverse types of data are investigated in the research. We convert and synchronise the statistical data to depict the contour of the Chinese apology by finding the aggregated statistical results in the employed strategies. By using various statistical methods, we analyse whether different data sources, research methodologies, sub-types of apology, gender and regional differences could exert significant influence over the Chinese apology strategies. Our findings underline the importance of more systematic research on this subject and a better documentation of research details in apology speech act studies. More importantly, the statistical results pose challenges to the existing comparative framework in cross-cultural apology studies involving Chinese and provide important theoretical implications for future comparative research in the speech act of apology.

Marta Sánchez Cócera, Postgraduate student, Complutense University of Madrid | **Communicative dissonance and non-verbal language: a pragmatic study of young adults' reactions and feelings to Turkish kinesics**
The present investigation aims to fill in two research gaps by bringing together the study of communicative dissonance in intercultural communication and the study of kinesics. Over the years, extensive research has addressed failures in communication due to pragmatic reasons (Thomas, 1983; Zamborlin, 2007). Likewise, a large spectrum of studies has researched non-verbal behavior (Morris, 1995; Poyatos, 2002). However, few works have addressed how these phenomena interact with each other in intercultural situations. In order to overcome this lacuna, a questionnaire was created to examine the reactions and feelings of young adults when encountering unfamiliar Turkish gestures in intercultural situations and the outcomes of these encounters. This paper further tests whether having lived abroad affects the degree of communicative dissonance experienced. Quantitative findings reveal that the independent variable of having lived abroad does not significantly affect the degree of dissonance experienced by young adults. Qualitative results indicate that young adults generally experience a high degree of discomfort, confusion and anxiety when dealing with unfamiliar face-threatening gestures in intercultural situations but feel at ease and even happy when facing non-face-threatening gestures. These differences are accounted for on the basis of the force of the speech acts used, their individual intercultural competence, positive and negative pragmatic transfer from their home culture and personality. Results from this study contribute to the existing academic knowledge and emphasize the importance of studying communicative dissonance in conjunction with non-verbal behavior.

Co-authors: Eloise Blaxall, Barbora Danková, James Haigh, Christina Hazell, Martha Watson, Undergraduate students, The University of Warwick | **"It opens my world when I cannot travel": Investigating language learning during Covid-19**
This study explores the experiences of those who chose to learn a language remotely during lockdown and how the pandemic has influenced language learning motivations. It investigates the changes in intrinsic and extrinsic motivation that have resulted in the rising numbers of remote language learners during the pandemic and discusses the factors most influential in promoting the process of language learning. It also explores the role of the L2 motivational self system, which has been found to influence motivation in self access learning (Gardner & Yung, 2017). This improves our understanding of the factors which can have an impact on language learning experiences. The study utilised a qualitative questionnaire disseminated via social media to explore participants' language learning habits and motivations for learning. We collected data from 42 questionnaire participants, of whom seven have participated in our ongoing phase of follow-up interviews. We utilise semi-structured interviews to further explore participantsâ€™ previous language learning experience, their motivations for learning, and their learning experiences over lockdown. We conduct a content analysis on the data using a shared coding key between researchers. Drawing on findings from our questionnaires and ongoing interview phase, we present insights into the various motivations of language learning during lockdown, with key themes being travel aspirations, entertainment, having more time, and to make social connections. Participants were learning various languages, with Spanish being the most popular. We also identify patterns in activity which we present as a chronology of language learning between lockdowns.

Co-authors: Hafez Alhammadeh Al Issa, Hazem Kairouz, Postgraduate student, Kocaeli University | **Stories of EFL Teachers at Public Schools in Kuwait During the Pandemic**
The Covid-19 pandemic has affected education in one way or another in almost all countries. Kuwait is one of these countries whose educational systems have suffered greatly because of the precautionary procedures taken by governments. Education at public schools in Kuwait was canceled for the second semester of 2019-2020 for students of all grades except 12th graders who had a six-week online course in August and September 2020. Furthermore, education has started online for the current academic year and will continue online until the end of the year. Being one of the pillars of the educational process, teachers have undergone many pressures over the past few months. Utilizing a mixed-methods research design consisting of a questionnaire based on a survey carried out by Cambridge University Press in 2020 and semi-structured interviews, this research explores the difficulties faced by public school teachers in Kuwait since the pandemic started and their (dis)satisfaction with the MoE's handling of education during the pandemic. Preliminary quantitative and qualitative results from 280 teachers at primary, intermediate and secondary public schools who have taken part in the online questionnaire show that connectivity, assessment, time, and engagement have been the major challenges for teachers. Moreover, more than 50 per cent of the respondents expressed their dissatisfaction with the assessment measures and the actions taken to support the wellbeing of teachers. Semi-structured interviews will be carried out soon with volunteer teachers and their results will be reported in the presentation alongside the results of the questionnaire.

Jason Anderson, PhD student, The University of Warwick | **Language teacher expertise in the Global South: A comparative case study of eight expert Indian teachers of English – early findings**
This paper will report on the early findings of a participatory, comparative case study of teacher expertise in Indian mainstream secondary education, conducted as an ESRC-funded PhD at the University of Warwick in its final year (ESRC grant: ES/P000771/1). It aims to provide the first detailed, reliable study of the cognition, classroom practices and professionalism of expert teachers working in challenging contexts to begin establishing a knowledge base of teacher expertise for the Global South. Using a comparative case study approach, qualitative and quantitative data from eight secondary teachers of English working in state-sponsored education in India were collected and analysed, firstly to identify similarities and differences among participants (with foci on classroom practices, cognition and professionalism) and subsequently to compare to the wider literature on teacher expertise, almost all of which emanates from the Global North. Through an initial planning workshop, participants were involved in defining the focus (research questions) and outputs of the study, to include their own co-authored publication. A high degree of consistency with prior research on teacher expertise was found (including in areas of relationships with learners, aspects of cognition and professionalism), although important differences to this prior literature include participants' prioritisation of inclusion and confidence-building over setting high standards, their focus on learner understanding over higher-order thinking skills, their varied strategies for helping learners assimilate content from highly ambitious curricula and their complex multilingual practices.

Akshay Kumar, Postgraduate student, The English and Foreign Languages University, Hyderabad, India | **Crossing Boundaries of Marginalised Contexts towards Quality English Education- A Study of In-Service Teachers Overcoming Pedagogical Challenges through Sustainable Teaching Strategies**
UNESCO and UNICEF's SDG4- Education 2030 Framework of Action and the recent Indian National Educational Policy 2020, have acknowledged many issues and challenges towards innovative yet sustainable quality education and effective teaching strategies. Such concerns and current educational scenery have called for explorations of several ground reality pedagogical contexts, their issues, and the ways teachers are crossing numerous boundaries. This paper reports a study involving twenty in-service teachers from four Indian primary schools dedicated to young learners from marginalised socio-economic backgrounds, which aimed to explore- a) pedagogical issues and challenges from classroom contexts that these teachers face to impart quality English education to young learners. b) the sustainable effective teaching strategies they adopt to overcome such challenges. The methodology adopted for the study involves in-person informal conversations, individual and focused group interviews along with getting a questionnaire cum checklist filled by the participants. Some of the findings of the study suggested- a) dealing with a teacher-student ratio of 1:50/60, major differences between children's age and cognitive levels, inadequate textbooks, and no-detention policy remains dominant issues and challenges for the teachers. b) teachers working in action-groups, using real-life accessible bilingual teaching-learning materials, adapting picture books given by some NGOs, they themselves becoming learning aids, etc. are some of the ways teachers overcome their barriers. Additional insights about primary level ESL teacher training were also found which asked for improved teacher mentoring, making teachers aware of classroom research and the need for more teacher-generated material along with reducing their administrative workload.

Mythiri B, PhD student, National Institute Of Technology, Tiruchirappali | Co-author: Dr V K Karthika | **Problems and Possibilities in Negotiating with Online teaching: An Indian Perspective of a Limited Resource 'Language Classroom'**
Online classes are perceived as the new normal and on the contrary a larger section of the Indian society is neglected due to economic and social deprivations. Less focus is given on people from such marginalised sections. The teachers also are challenged to function with the limited resources they have access to. To be more particular, the language teachers face more difficulties as the learners have no exposure to L2 other than the traditional classrooms. With a regional language television channel dedicated to teaching the under-privileged being the only solid resource, there is no possibility of online teaching. At this stage, it is important to identify the challenges the teachers encounter and the solutions that they find to keep the teaching and learning process active. Subjects of the study are the teachers of Upper Primary Government Schools from Tamil Nadu, India who currently work with insufficient resources with marginalised children. The study will be a purely qualitative one which includes data collection methods such as focus group interviews, discussions, semi- structured interviews. However, to corroborate the data, a questionnaire on the problems pertaining to teaching will be provided to the learners. The study aims to document the issues that are specific to the context of language teaching to underprivileged children and the possible tackling techniques that the teachers use in their contexts to assist the students in getting language practice. The study also expects to find out how different are the issues of language teachers from their peers who teach subjects like Physics, Maths or History.

Cagla Karatepe, PhD student, The University of Warwick | **Discourse and Prosodic Analysis of Sarcasm in a Humorous Context**

The study aims to make use of prosodic cues to illustrate how fictional characters operationalize prosodic features to do sarcasm, and to illustrate how prosody is operationalized for Relational Work (Locher and Watts 2005, 2008). The data comes from a Turkish comedy show, Tolgshow whose actual design dates back to traditional theatre plays in the Ottoman Empire.

Instances of sarcasm are transcribed and analysed according to RW framework. How characters and the audience that are present in the hall use marked or politic behaviour in the context and how such behaviour are potentially perceived by the interlocutors are analysed. The prosodic aspects play a crucial role for the interpretation of sarcasm. Pitch, pauses, voice quality and the speech rate are a part of analysis.

Early findings of the study show that fictional characters use a deadpan tone to exacerbate the effect of a sarcastic utterance which is open to interpretation as impolite or use pitch variation to mitigate the effect so that it could be less threatening to the hearer. It is interesting however, that the first could still be politic considering the context while the latter can still be perceived as 'marked' because of the relationship between the speaker and the hearer.

Kerry Miller, PhD student, The University of Sheffield | **Political-legal discursive strategies: the text-worlds in Brett Kavanaugh's refutation of the sexual assault allegation by Dr Christine Blasey Ford**

On 6th October 2018 President Donald Trump's nominee, Brett Kavanaugh, was confirmed to the Supreme Court, shifting the political balance of the highest court in the federal judiciary of the United States of America to the right. Only one week prior, Kavanaugh had publicly defended himself against allegations of sexual assault levelled by Dr Christine Blasey Ford. This paper interrogates the linguistic strategies used by Brett Kavanaugh in communicating his refutation of this high-profile sexual assault allegation amidst the growing #metoo movement in the US and beyond. Qualitative cognitive stylistic analysis of Kavanaugh's opening statement to the Senate Judiciary Committee implements Text World Theory (see Werth 1999; Gavins 2007), with specific focus on temporal deixis, relational deixis, modality and metaphor. Two key strategies are identified: positive self-representation and victim positioning. I argue the findings suggest Kavanaugh's discourse is highly strategic and carefully planned, catered to addressing and persuading both the Senate Judiciary Committee and the American public that he is worthy of appointment to the Supreme Court. This paper builds on the small body of work that applies Text World Theory to legal and political discourse and underlines the intrinsic value of linguistic investigation into political-legal discourse, revealing the inherent power in language to produce significant legal and societal injustices.

Clara Cantos Delgado, PhD student, Complutense University of Madrid | **"Hahahaha LOL XD" A pragma-linguistic study of the reactions to humorous opening gambits on Tinder**

Humour is often used as a way of creating rapport and intimacy among individuals. However, fewer investigations are known to examine its effects when used in chat-up lines in apps such as Tinder; especially if contrasting two different languages (that is, Spanish and English), considering that language and culture play a key role in the different realizations and externalisations of humour. Consequently, the purpose of this study is to start filling this gap by examining the responses of different individuals in Spanish (19 female homosexuals, 84 female heterosexuals, 16 male homosexuals, 53 male heterosexuals) and English (9 female homosexuals, 51 female heterosexuals, 11 male homosexuals, 31 male heterosexuals) to six different humorous opening gambits. For ethical reasons, the scraping of real samples from Tinder was disregarded, instead, six Discourse Completion Tasks were included in a Google Forms questionnaire which emulated the app's appearance. Then, the humorous intent of the opening gambits was analysed according to Dynel's (2009) types of conversational humour and the responses were investigated considering their perceived degree of funniness. Finally, certain elements commonly associated to the externalisation of funniness in digital environments (i.e. "hahaha", "lmao", "LOL", emojis) were quantified and the Chi squared test was conducted in order to stablish the significancy of the results when comparing them in terms of language, gender and sexual orientation. Based on the literature and our preliminary results, the Spanish sample seems to contain a higher number of humorous externalisations. This seems logical since its culture is more positive-politeness oriented while the English one is more negative-politeness oriented, and its humour is generally drier and more sarcastic. Furthermore, when considering gender and sexual orientation; male homosexuals and female heterosexuals, are foreseen to be more explicitly expressive when expressing their appreciation of the opening gambits through emojis, abbreviations (i.e."Rotfl") or explicit laughter. However, it is thought that men and female homosexuals would find funnier more explicitly sexual opening gambits than female heterosexuals.

Elena Talavera Escribano, PhD student, The University of Warwick | **The Impact of Scattered Images on Workplace Well-being: An Identity Construction Perspective**

In this study I aim to shed light into the phenomenon of "scattered images problem". This issue happens when organizations try to be audience-sensitive by producing specific corporate images to different target groups (Hyland, 2007). This results in internal and external audiences confronting multiple images of the organization (Prince et al., 2008) and "changes the way organization members reflexively see themselves" (Gioia et al., 2014, p. 7). Therefore, the objective of my research is to investigate this phenomenon in the field of social media and on employees. In other words, in which extent the discrepancy between the projected external image of an organization and the internal image perceived by employees may impact employees' identification with their organization as well their psychological health. A quantitative study was carried out during the months of March and April, 2020. Data was collected through purposive, convenience and snowball sampling. The instrument used was an online questionnaire consisting of a combination of pre-existing scales as well as partially and fully developed scales. An heterogenous sample of a total of 222 different professionals around the world was obtained. Data was analyzed with the statistical program R where correlations, regressions, and mediation analyses were carried out. The insights gained from this study indicate that a discrepancy between the valued and perceived organizational image leads to a lower organizational identification, and that this relationship is mediated by the degree in which the employee engages with the corporate social media channels. Furthermore, the analyses demonstrate that the scattered image problem leads to lower levels of psychological well-being. These findings contribute to the scattered image problem and occupational psychology literature. It also offers some practical insights that concern communication praxis and employees' perceptions within the organization.

Ziad Almalki, PhD student, University of Liverpool | **Perceptions of Complaints in CMC: A Cross-cultural Comparison between Saudi Arabic and British English**

The present study aimed to investigate the realizations of different complaint strategies in computer-mediated communication by Saudi and British students in university settings. 15 native speakers of Saudi Arabic and 15 of British English were recruited to respond to an online survey (Google Forms) of ten imaginary situations. The situations were designed for the participants to be the complainees (i.e., the receivers of the complaint) via WhatsApp or email, in which they assessed different levels of complaints constructed based on Trosborg's (1995) categorization of complaint strategies. Attitudes were measured on a five-point Likert scale (i.e., from "very appropriate" to "very inappropriate"), and using SPSS, a Mann-Whitney U test was performed to find significant differences between the groups. the groups were not significantly different in their attitudes towards strategies by high-status complainers. However, the Saudis were more acceptive of direct and confrontational strategies, such as accusations, by higher complainers than the British were. As for equal complainers, the two groups significantly differed in their perceptions of hints, and direct and indirect accusations. Unlike the Saudis, the British were very acceptive of the strategies, while the Saudis were significantly less acceptive or neutral. The differences between the groups were attributed to the different cultural values. On one hand, the Saudi community respects figures of high social status, avoids confrontational situations, and encourages clarity over ambiguity. On the other hand, the concept of social equality in the British community could have contributed to their neutrality towards high-status complainers.

Polina Kazantseva, Undergraduate student, Saint-Petersburg University of the Humanities and Social Sciences | **Two-Stage Framework of Intercultural Competence**

Some components of Intercultural Competence (ICC) named by the theorists are essential for our everyday communication. However, the ways of their development are mostly intended for mature individuals whose consciousness is less easy to be shaped and guided.

Purpose: determine which components of ICC can be elaborated starting in early childhood and create the ways for the gradual process of their upgrade.

Objectives: to analyse and compare existing frameworks of ICC, to design a new one based on the approach of step-by-step development within the process of socialisation and to set up a complex of trainings applicable for children starting from preschool age. - comparative analysis

- focus group experiment

- analysis of statistical data We developed the two-stage approach to the concept of ICC, where the first stage - Communicative competence - comprises basic components necessary for effective everyday communication regardless the cultural factor, and the second one - Intercultural Competence - includes broadening of the skills acquired as well as some special additions in the frames of intercultural interaction. It was concluded that the earlier the basic components begin to be elaborated the easier it is to reach the level sufficient for successful intercultural interaction. A complex of trainings aiming to help children develop the competence components was set up and tested within a group of children from a Russian kindergarten. The data handling is in progress.

Ana Sepulveda Poblete, PhD student, The University of Warwick | **Intercultural EFL teaching in multicultural classrooms in Santiago, Chile: An account of teachers' cognitions, perceptions and practices.**

This study aimed at providing an account of the cognitions, perceptions and practices of three Chilean EFL educators working in multicultural secondary schools in Santiago in relation to an intercultural orientation to English language teaching. Mixed methods were used to collect and analyse the data. Thus, the teacher participants agreed to have their lessons observed and subsequently participated in individual interview sessions. More specifically, for the quantitative arm of the study, an observation checklist was employed to identify and quantify instances in which EFL teachers implemented an intercultural perspective on their language teaching. For the qualitative phase of the study, a structured protocol with 11 questions was used to elucidate the teachers' beliefs regarding the objectives of EFL pedagogy, their attitudes towards culture teaching, and their knowledge of intercultural competences, which, in turn, helped to understand how these variables connected to their pedagogical choices and practices. The data obtained from the observations was then complemented with that from the interviews. Taken altogether, the findings revealed that although teachers had favorable attitudes towards an integrated language and culture teaching approach, they faced several challenges to embrace this perspective such as their lack of knowledge about intercultural language teaching and their unfamiliarity with the curricular demands regarding the intercultural. Additionally, their beliefs and perceptions about the goals and nature of English language teaching and learning showed their adherence to traditional language teaching approaches based on the native speaker model. Considering the previously mentioned results, it was therefore concluded that the existing gap between the curriculum and its application has made the adoption of an intercultural stance on English language teaching and learning a difficult pedagogical endeavour.

Zhiming Yang, PhD student, University of Liverpool | **Willingness to Communicate in English of Chinese oversea students**

It has been a heated trend nowadays for most Chinese students to apply for their postgraduate study in the UK, and they have been usually assumed with lower level of English-speaking anxiety. However, assumptions need to be tested. This study mainly focuses on the relationship between willingness to communicate (WTC) and language anxiety in Chinese overseas students at the University of Liverpool. It documents Chinese students' experience of communicating in English with others, and English-speaking anxiety in the UK. This study found that that participants' in-class anxiety and out-of-class anxiety are closely correlated. However, interestingly, both in-class anxiety and out-of-class anxiety have a significant but weak relation with participants' willingness to communicate. Moreover, the result showed students felt more anxious in the classroom environment, suggesting that there are more stressors in the classroom (i.e., presenting in front of the class, formal discussion) that would more or less influence students' L2 speaking. The findings suggest that participants' personality, their language environment, or attitude may have impacts on the result of this research. Therefore, there is still some void of language anxiety and WTC under different background that need to be filled, and it is worth conducting a comparative study on the relationship between language anxiety and WTC among Chinese ESL learners in China and those in the UK.

Mohsen Moghaddam, PhD student, Simon Fraser University | **English language learning and challenges of integration among adult immigrants in Canada**

Having a good command of English language and literacy is an important factor for adult immigrants to enter Canadian society. By reaching an appropriate level of language proficiency, they are able to integrate into society quickly, enter the job markets, go to colleges or universities to continue their education and become active members of society. Burns and Roberts (2010, p. 409) point out that "language learning for entry into the sites of (re)settlement is a primary factor in the ability to re-engage and participate as fully as possible within the political, social, educational, and environmental life of the society." Therefore, developing high proficiency in English language and literacy accelerates adult immigrants' integration into the society. Then, knowing what factors shape adult immigrants' investment in English language learning is of paramount importance. This research project specifically explores how capital and societal ideologies may influence newcomers' investment in language learning. Knowing better the role of these factors means knowing how they shape newcomers' identity and investment in language learning. This study is still in its initial stages. While I am observing the online classes, I am taking field notes and making connection with students. My research and the specified research questions fall into critical ethnography category because I am concerned with "what is at stake when social and cultural groups are interpreted and represented in society" (Riazi, 2016, p.70). In this case, I have to try to go beyond "uncovering the interpretation of people's understanding of their world" (Merriam & Tisdell, 2016, p.10) and bring to light how 13 marginalized groups like immigrants and refugees are treated and represented in the society. Study is on-going.

Rym Boudjouada, PhD student, The University of Warwick | **The Role of Induction Programs on Novice Teachers` Personal Development in Relation to their Retention and Quality Case Study of the Algerian Training**
This research investigates the relationship between teachers` personal development and their teaching practices and looks at the role of induction programs in such relation. Indeed, there has been a huge interest in improving teacher quality as it seems a key factor influencing education (Borg 2018); and for that, lights have always been shed on teachers and how important they are in the process of teaching and learning. Yet, in recent years, high rates of burnout and turnover have been recorded especially among novice teachers. According to the literature, the reason behind teacher attrition is the lack of proper support novices have in induction programs and beyond. Building on this, my research suggests the idea of giving more attention to teachers` personal growth in their induction as it might be a central motif for retaining them as well as identifying and improving teacher quality. I believe such aims can successfully be achieved if early career teachers are given the chance to express themselves and voice up their worries, opinions and perceptions. To examine the situation, this study endeavours to provide a more holistic account of novice teachers` lived teaching experiences in relation to their training, teaching performances and personal development by employing a qualitative research design based on in-depth interviews and observations. Taking the Algerian preparatory training of teachers as my case study, data were collected from 20 middle school novices of English and 10 trainers in Algeria. I used a bottom-up approach as my data were analysed thematically and theory developed throughout the study. For this presentation, the main focus is to display the most striking themes that emerged during data analysis and discuss few initial key findings of the research.

Bochra Kouraichi, PhD student, University of Szeged | **Teachers' use of motivational strategies in the EFL classroom: a study of Hungarian high schools**
The present study investigates English as a Foreign Language teachers' use of motivational strategies and its effect on students in Hungary. It also seeks to identify whether the motivational strategies that EFL teachers use affect students' proficiency level and whether students recognize these strategies. Keller's (2010) motivational model was employed through the IMMS questionnaire that was translated into Hungarian. 118 Hungarian high school students from grades 9 to 12 filled out questionnaires on their teachers' use of motivational strategies and 63 high school teachers completed the same questionnaire to report their motivational strategies. Classroom observations were equally conducted following the Motivational Orientation of Language Teaching scheme by Guilloteaux and Dörnyei (2008). The MOLT is a real-time observation scheme that consists of 25 variables about the teacher's motivational practice and the learners' motivated behavior. For each grade, the researcher observed face-to-face and online classes. Quantitative and qualitative methods were used to process the data. The results show that teachers' mean scores for confidence were the highest followed by satisfaction then attention and relevance as the lowest. In addition, except for attention, there were statistically significant differences between students' and teachers' views on all other categories (relevance, confidence, and satisfaction). The findings were shared with the teachers so as to suggest ways on how to apply Keller's model in their classes.

Co-authors: Hazem Kairouz, Hafez Alhammadeh Al Issa. Postgraduate students, Kocaeli University | **Instructors' Challenges and Coping Strategies in English Medium Instruction Classes**
In the last decade in Turkey, the exponential growth of EMI, as in many countries worldwide, is regarded as an unstoppable train. Internationalization and Globalization are the key drivers for the rapid expansion of EMI. Although a considerable body of research has been established on learners' difficulties, few studies have explored the challenges content lecturers face worldwide, especially during the COVID-19 pandemic. EMI instructors' performance was negatively affected in two main areas; linguistic challenges such as language-related difficulties, and implementational challenges such as lack of pedagogical guidelines. This study aims to provide insights into the obstacles lecturers experience while teaching EMI classes and highlight teachers' most efficient strategies to overcome such difficulties. A mixed-methods design will combine quantitative and qualitative data collection approaches –a questionnaire and semi-structured interviews. Sixty EFL in-service instructors teaching partial EMI classes in Turkey will be targeted in this study. The questionnaire will be conducted online using Google Forms due to Covid-19. Online interviews will be arranged for teachers who will volunteer to participate in the follow-up semi-structured interviews. The questionnaire data will be analyzed by using descriptive statistics to report the results. For the qualitative data, the interviews will be recorded, transcribed, and coded. This study will help the informed policies to supplement EMI instructors by strategy training to ensure better learning and teaching results in EMI classes. It can also raise teacher's awareness and critical thinking when reflecting on their teaching practices. Moreover, this research will provide deep insights and a better understanding of EMI teaching challenges and teachers' resilience to these challenges in the Turkish context.

Sid Ali Selama, PhD student, Ecole Supérieure des Sciences Appliquées d'Alger | **Intercultural Learning, Critical Thinking and Learner Autonomy in My Book of English Middle School Year Four**
The purpose of this paper is to investigate the importance attached to learner autonomy and critical thinking in the intercultural task-based learning approach of an EFL textbook designed for fourth year middle school students in Algeria. The starting point of the investigation is that, from a constructivist learning theory perspective, intercultural tasks should encourage learners to build their own knowledge and develop higher order thinking skills. The central argument for this perspective is that, since in intercultural settings there is always a place for resistance, ideology, and identity, etc. intercultural pedagogy should be regarded as a medium to enhance other skills in learners such as critical thinking and autonomy. In order to carry out the investigation, we adopted Sercu's (2000) model of textbook evaluation. Results indicate that 92.33% of the intercultural tasks invite learners to compare, interpret, analyze, reflect on, and apply the acquired inter/cultural information in new situations. These results allow the conclusion that the textbook has been designed with aim of promoting critical intercultural communicative competence in an autonomous learning mode.

Jiejun Chen, PhD student, Pázmány Péter Catholic University, Budapest | **Ritual Code-switching - A Case Study of the Minnan Dialect and Mandarin Chinese**
As a common phenomenon of the interactions in the bilingual/multilingual speech community, code-switching occurs frequently in bilingual/multilingual communications and has received considerable attention in the Linguistics area. However, ritual has received little attention in code-switching research from the pragmatics perspective even it has been pointed out that there is a closed and important relationship between them by Sociolinguists. This study aims to examine the ritual properties and features of code-switching as well as how interactants perform and transform their rights and obligations through ritual code-switching by analyzing code-switching phenomenon in interactions. This paper investigates cases in which people are perceived to use code-switching frequently to perform specific rights and obligations which are consistent with certain moral order. As a case study, I examine the cases based on the data collected in the Minnan area of the speakers who were born to speak Minnan Dialect by recording and post-event interview. It is found that code-switching not only possesses significant pragmatical functions but also presents salient ritual characteristics in specific contexts. This research contributes to the deeper understanding of the dynamic interactions in bilingual/multilingual contexts and also an important complement of the present code-switching study.

Albachiara De Cola, Recent graduate, 3CLab-Cross Cultural Competence Learning & Education (University of Salerno) | **Crossing boundaries enjoying your minds: A case study**
Crossing boundaries in education means that young minds learn without cultural or social limits, gaining a collaborative mind-set. University of Salerno, in collaboration with Youbiquo, an Italian company producing IoT devices, and four high schools, are the promoters of this project. PCTO (Percorsi per Competenze trasversali e l'Orientamento) represents a work-related learning program where students, supported by their teachers, one University Professor, three University students, two graduates, and two external experts, are active part of this process of value co-creation. Youbiquo presents a new product on which students must find customer needs and groups, competitiveness, social impact, and usability. The main purpose is to educate students to understand the concept of crossing boundaries and to be part of a synergic teamwork. Our PCTO is structured between two projects which are "Culture and Leadership", and "Business calls: School and University reply." One hundred and fifty students taking part in PCTO, have a different educational background, and therefore, they are divided in heterogeneous teams, named open spaces. Each session includes four work phases: problem setting, brain storming, problem solving, and solution discussion. Specifically, during the third phase, students gather into their open spaces and discuss about the daily topic. Finally, every team presents a final output concerning the challenge launched. Due to the presence of an Iranian journalist, higher awareness about the social impact of Youbiquo's product is set to gain competences about Iranian market and cultural aspects. This leads additional value on learning how to cross boundaries and become culturally aware.

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7:00-8:30	English & other language(s) teaching	**Sreelekshmi Pillai |** A methodological comparison between concurrent think aloud, retrospective think aloud and stimulated recall: An inspection into ESL teacher's reading comprehension task creation **Puput Arfiandhani |** Exploring Pre-Service English Language Teachers' Grit **Aicha Rahal |** Critical Discourse Analysis of the Results of Previous Studies on Tunisians' Perception Regarding Language Policy and the Status of English
	English & other language(s) and Intercultural communication	**Winnie Wai Lan Shum |** Designing Teaching Materials for Intercultural Interaction Learning: The Role of Conversation Analysis (CA) **Nur Yaccob |** Global and intercultural competence among ESL teachers: a systematic review **Tsung-Hung Su |** Crossing Boundaries: Confucius Discourse Pedagogy and Politeness Theory for Intercultural Communication in the Taiwanese Collaborative Mandarin Classroom Assessment
	Discourse analysis	**Shupei Ni |** "Nelson (the cat) on znayet run!" Joint-fantasizing as relational practice in streamer-audience interactions **Mimoe Iigo |** Commodification of Diversity as Discourse Strategies in Japan: A Comparative Multimodal Critical Discourse Analysis on Two Video Advertisements **Andrea Rodriguez |** Interactional co-construction and interpersonal management of complaints in Spanish phone conversations between friends and relatives
10:45-12:15	English & other language(s) teaching (I)	**Reza Fallah |** Using the Conceptual Metaphor Perspective as a pedagogical approach to teaching English phrasal verbs **Chelsy Selvan |** Teachers' beliefs on translanguaging practices: A study on in-service teachers in India **Thatha Molli |** Using semantic frames to enhance comprehension and retention of vocabulary of ESL learners
	English & other language(s) teaching (II)	**Komila Tangirova |** A collaborative action research to build a specialised corpus for developing ESP teaching materials: insights from the pilot study **Xuechun Huang |** An analysis of cultural contents in new concept English Book 4 from the perspective of English as a Lingua Franca **Yi Zhang |** Disagreement in Chinese college English textbooks: ELT textbook development and use
	Discourse analysis	**Yesim Kakalic |** Shifting Notions of Otherness - Identity Construction of German-Turkish Descendants in Germany **Ulrike Thumberger |** The construction of national identity in pop songs **Thomas Hammond |** Trends in obligation: COVID-19 and deontic modality
	Intercultural communication	**Azar Tajabadi |** Motivations for intercultural learning: Applying an Activity Theory perspective at an institutional level **Dammu Betty Beaulah |** Fostering Intercultural Competence among Telangana Engineering Students amid Pandemic **Odirin Abonyi |** Interrogating the Bildungsroman in Female Genocide Narratives: the Janus-Diasporic Character

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14:15-15:45	English & other language(s) teaching (I)	**Mohammad Naghavian** | Uncovering and Constructing EFL Learners' Beliefs about Speaking Fluency via Metaphor Elicitation **Norashikin Binti Zainull Abdin |** Primary teachers' perception on sharing experiences to enhance students' participation in l2 speaking classroom **Nadine Nasef |** The Psychology of a Language Learner: The Out-Turn of 'Self-Motivation' on a Learner's Linguistic Self-Competence
	English & other language(s) teaching (II)	**Marion Coumel, Alexandra Schurz |** Seeing the big picture: Teacher-reported accuracy-based and fluency-based instruction in Austria, France and Sweden **Malavath Nikhil Naik |** Design Thinking as an Effective Strategy to Develop Global Skills of English Language Learners **Messaouda Ladjini |** Reading Novels as a Bridge to Creativity in the Speaking Class
	Discourse analysis	**Jelena Košinaga** | Japanese Women's Desire for English: Subversion of Collectivist Norms and Identity-In-The-Making **Kevin Zhou |** Power Dynamics and Education for Sustainable Development (ESD) Policy in Primary Schools " A Case Study in China **Mohamad Wafaee |** The investigation of Online Classroom Discourse and its utilized tools for Teacher and Student Development during the Digital Era
16:15-17:45	English & other language(s) teaching (I)	**Dianaleis Maza |** The Linguistic Dimension in Curricular Course on US History for Cuban University Students Majoring in English Philology **Hamza R'boul |** Power Imbalances and Interculturality in English Language Education: Morocco as a Southern Space
	English & other language(s) teaching (II)	**Hui Cai |** The Impact of Activity-based Teaching Approach on High School Students' Thinking Skills **Minyar Khalil |** An Evaluative Study of the Systems of the Evaluation and the In-Service Training of EFL Teachers in Tunisia **Messaouda Ladjini |** Investigating the Strategies that Foster Creativity in the Classroom at M'sila, University, Algeria

Sreelekshmi Pillai, PhD student, The English and Foreign University, **| A methodological comparison between concurrent think aloud, retrospective think aloud and stimulated recall: An inspection into ESL teacher's reading comprehension task creation**
Based on the temporal frame at which verbal protocol data is collected, the think-aloud data can be either concurrent (during task performance) or retrospective (after task performance). Gass & Mackey's (2000) stimulated recall model provides a stimulus, like a video of the task performance, to help the participant recall information. The present paper tries to investigate the effectiveness of each type of data collection, namely, concurrent think-aloud, retrospective think-aloud, and stimulated recall during ESL teachers' creation of a reading comprehension task. The research is conducted on three ESL pre-service teachers. The participants are instructed to prepare a reading comprehension task suited for grade 8th students. Each participant is subjected to one of the three experimental conditions. The data collected is used to determine the effectiveness of each methodology, based on criteria like the number of thought segments and availability of decision-making segments in the data. The study tries to decide the appropriateness and suitability of the three data elicitation procedures for understanding the cognitive processes involved during task creations by ESL teachers. The study will add to the existing literature on verbal reports and teacher education.

Puput Arfiandhani, PhD student, Kansai University, Japan (PhD Student) & Universitas Muhammadiyah Yogyakarta, Indonesia (Teaching Staff) | **Exploring Pre-Service English Language Teachers' Grit**
Recruiting quality English teachers have become concerns in many parts of the world, including in Indonesia. One aspect that is often mentioned to contribute towards pre-service teachers' willingness to enter the profession is their motivation. Beyond motivation, a positive psychology concept that may also contribute towards understanding pre-service English teachers' willingness to participate in necessary trainings to become quality English language teachers and to enter the profession is grit. While has been widely studied in the field of psychology, research on grit within the field of language teacher pedagogy is still scarce. The present study aims at exploring pre-service English language teachers' grit in a teacher training institution in Indonesia. To find out pre-service English teachers' general passion and perseverance in reaching their goals, a mixed method study is employed. An adapted 8-item Grit-S scale (Duckworth and Quinn, 2009) was administered to 120 pre-service English teachers' in a teacher training institution in Indonesia. A follow up focus group interview with six participants will then also be conducted to gain more insights on their consistency of interest and perseverance of effort. The descriptive analysis of the survey and the result of coding analysis of the focus group interview will then be linked with existing literature. While currently being in the data collection process, more insights on pre-service English teachers' grit will be further elaborated upon the completion of data analysis. The present study may shed light on pre-service English teachers' passion and perseverance that may contribute towards understanding pre-service English teachers' interest and efforts to become English language teachers.

Aicha Rahal, PhD student, Pazmany Peter Catholic University, Hungary | **Critical Discourse Analysis of the Results of Previous Studies on Tunisians' Perception Regarding Language Policy and the Status of English**
The Tunisian linguistic situation has been marked by diversity and multiplicity (Daoud, 2011, p.9). In higher education, there are three languages used as a medium of instruction, namely Arabic, French and English. Due to globalization, the status of English has changed; it becomes the language of academic and scientific research. A number of studies (Aouina, 2013, Jabeur, 1999; Bejaoui, 2018; Boukadi, 2013) have been conducted to investigate the attitude of Tunisians regarding language policy and the status of English. The suggested presentation raises the issue that Daoud (1996) points to. He admits that Tunisian's language policies are arbitrary and uniformed, stating that most of language policies in Tunisia are implemented following a top-down approach and they neglect the important role of the teachers, students, parents and linguists in this process. The purpose of this study is to highlight the role of linguists in leading changes and reforms. It is an attempt to present an analysis and interpretation of the results of those studies. Methodologically, the study leans on Norman Fairclough's (2003) Critical Discourse Analysis (CDA) framework which consists of three stages, namely description, interpretation and explanation. It is expected that the CDA of the studies can show a language in education policy crisis in Tunisia and the mismatch between the linguistic and political needs. The study can contribute to the growing literature in this field of research. It can also emphasize the need for studies on the perception of Tunisians to empower the 'voice' of the different educational stakeholders and to create a synergy between linguistic needs and language policy.

Winnie Wai Lan Shum, PhD student, The University of Warwick | **Designing Teaching Materials for Intercultural Interaction Learning: The Role of Conversation Analysis (CA)**
CA, although more well-known as a discourse analytical tool, has been used for L2 (Barraja-Rohan, 1997) and intercultural interaction (Borghetti et al., 2015) teaching. CA not only understands interactions as co-constructed and context-dependent, but also puts great emphasis on discourse and language patterns. This aligns with Dervin and Liddicoat's (2013) call for a more learner-centered, non-essentialist and linguistic approach towards intercultural interaction learning. Therefore, the current study aims at investigating the roles CA play in the design of a set of teaching materials developed for a virtual exchange programme participated by university students from Hong Kong and the UK. The rationale and process of the teacher/researcher integrating the concept of CA into materials selection and activities design were documented leading to the generation of CA-related design principles. Examples of teaching material selection and activity design were then juxtaposed with the CA-related design principles to show how CA was being employed for material design and reflect the importance of language and intercultural aspects of learning. The use of CA in the design of teaching materials was further demonstrated through episodes of in-class activities during the virtual exchange programme. The results of the study 1) demonstrate the potential of CA being used as a pedagogical tool for intercultural interaction learning, and 2) provide practical insights into how CA can actually be applied in teaching material design and classroom teaching.

Nur Syafiqah Yaccob, PhD student, National University Of Malaysia | Co-author: Melor Md Yunus | **Global competence among ESL teachers: A conceptual paper**
Education systems in countries around the world are looking at developing teachers and students' global competency to fit in and compete in a diverse community. It is to shape individuals who have proficiency in the elements of global competence such as the knowledge in global issues, interconnectedness and intercultural awareness. Therefore, this conceptual paper addresses the importance of ESL teachers' global competence in enhancing students' global awareness through English language learning. Drawing upon the most recent literature in the field of teachers' global competence, this paper describes the significance of ESL teachers' global competence in the current teaching and learning scenario with reference to the Globally Competent Teaching Model. It also looks into the implementation of global competence in English lesson and the challenges faced by teachers. Finally, this paper offers recommendations for pre- and in-service teachers to explore the strategies to integrate global competence into their pedagogical practices.

Tsung-Hung Su, PhD student, The University of Warwick | **Crossing Boundaries: Confucius Discourse Pedagogy and Politeness Theory for Intercultural Communication in the Taiwanese Collaborative Mandarin Classroom Assessment**
It evaluates a globalization-based acculturation project alongside Confucius discourse pedagogy. After literature review, linear enquires are listed: What intercultural curriculum is involved in the students' cross-cultural development, and how? What classroom dynamics proceeds diversely inclusive equality in the collaborative learning process, and how? To what extent may this pedagogy meet its expectation on L2 acculturation? It's hoped that this assessment with variety of disciplines/research methods/analysis frameworks may cast new light upon relevant studies in cultural differences experienced by the L2 community-college students. With epistemological scepticism, it doubts the given paradigm. Thus, this praxis-oriented study reflects – core belief vs. gaps between realities and expectations – within the specific pedagogy/circumstances. The narrative enquiries/analyses assess the way themes/derivatives addressed in the setting/curriculum with cultural/customs concern, whereas diary studies, mind-mapping approach, and politeness theory are supplementarily employed (e.g. indirect politeness strategy for narrative enquiry interviews). The applied methods include semi-structured interviews and non-participant classroom observation. Concretely, it assesses the gender-based acculturation learning through collaborative curriculum appraisal, classroom interactions, and outcome-based review. The modules appraisal finds Mandarin employability in thematic racial and sexuality/gender equality, diversity, and inclusion for migrant worker students. Furthermore, the group dynamics and overall education reviews find the changing knowledge in the themes needed for the rapidly shifting nature and how best collaborative education enables to deliver these for the students, especially on how ideas are used to support them. In short, the insights based on the findings show the applied linguistic pedagogical development and constraints within a series of dynamic analytic explanations.

Shupei Ni, Postgraduate student, The University of Queensland | **"Nelson (the cat) on znayet run!" Joint-fantasizing as relational practice in streamer-audience interactions**
As a means of co-constructing humor, Joint-fantasizing refers to the discursive construction of fictional scenarios by interactants. The absurdity of the fantasy escalates as participants build on each other's humorous contributions as the interaction unfolds. Empirical studies have explored the structuring of joint-fantasizing in conversations and its potential effects on interpersonal relationships (e.g., group membership). However, little research has examined such links in a live-streaming and digital gaming environment. This study then aims to fill the gap by investigating how joint-fantasizing allows the live streamer LolTyler1 and his audience to manage their rapport and reinforce in-group solidarity. The interaction data was collected from the live-streaming videos published by LolTyler1 on the publicly available Twitch website. All ethnic considerations are strictly followed throughout the data collection, transcription, and analysis processes. For data analysis, this study refers to the Computer-Mediated Discourse Analysis (CMDA) approach to provide a qualitative description of how the participants contribute to the fantasizing. Both micro-level linguistic phenomena (e.g., language choices) and macro-level phenomena (e.g., coherence and cohesion; community affiliation) are carefully examined and elaborated. The study discovers that through the creation of the fictional world, the community strengthens their in-group solidarity by (1) taking a risk, jumping in, and playing alone; (2) alluding to their shared norms, understandings, and attitudes; (3) distinguishing themselves from the outsiders. In conclusion, this study may expand our understandings of the correlation between joint-fantasizing and relational work by extending the analysis into interactions in digital gaming and live-streaming environments.

Mimoe Iigo, Postgraduate student, University College London | **Commodification of Diversity as Discourse Strategies in Japan: A Comparative Multimodal Critical Discourse Analysis on Two Video Advertisements**
The present study compares two video advertisements created by Nike Japan (2020) and Salesforce (2020), adopting multimodal critical discourse analysis. The aim is to investigate how the concept of diversity is communicated to Japanese audiences through a multimodal design. The ultimate goal is to reveal rhetorical intentions and discuss their implications critically. This is worth investigating because the emergent trend of diversity advertisements in Japan has attracted unconditional praise from viewers regarding their content, and their discursive practice tends to be overlooked. The data analysis draws on a multimodal social semiotic perspective (Kress, 2010). This enables me to unpack tactic designs of advertisements as an artefact, by attending to modes employed beyond the realm of language. To articulate my argument, multimodal transcriptions (Bezemer & Mavers, 2011) are devised. The key concept, diversity, is rooted in intersectionality (Crenshaw, 1989), which argues social inequalities are often embodied and layered upon the same personhood. This notion allows me to investigate race, gender, class, and disability, all of which are indispensable in scrutinising discourses of diversity. The findings suggest that diversity is commodified as discourse strategies (Fairclough, 2009), driven by neoliberal interests. Such advertisements seemingly in support of 'social justice' does not necessarily provide a thorough representation of the marginalised, thus, are highly political. This becomes particularly evident when we attend to the orchestration of modes in multimodal design. Therefore, I conclude by emphasising the need for reconceptualising 'critical literacy' from a multimodal perspective, to raise public awareness towards the discursive nature of advertisements.

Andrea Rodriguez, Postgraduate student, The University of Queensland | **Interactional co-construction and interpersonal management of complaints in Spanish phone conversations between friends and relatives**
Complaining constitutes a complex social action that is (co)constructed by interactants in relation to contextual, situational, and interpersonal factors. Previous research, mostly conducted in English, has demonstrated that the interface of diverse features makes generalization about complaining impossible. Therefore, this study aims to: first, explore how different types of direct (i.e. recipient-oriented) and indirect (i.e. self-oriented, third party-oriented, and situation-oriented) complaints are constructed focusing on their positionality and compositionality, and second, examine the kind of (non-) affiliative practices deployed to enhance or mitigate complainability in each category. The analysis draws on interactional pragmatics, an approach that allows a detailed examination of sequential practices within interpersonal phenomena, to explore 24 audio recorded phone conversations between friends and family members in Spanish. The compiled datasets, that comprise nearly 10 hours of interactions, were selected from two larger corpora (CallFriend and CallHome) publicly available on TalkBank. The findings indicate that while denials have been said to be a preferred response to direct complaints, in this corpus, transgressions that emerge within the conversation occasion apologies and jocularity. Furthermore, situation and third party-oriented complaints, most frequent in the corpus, may trigger escalations or advice sequences. The data also demonstrates that third party complaints may be used to achieve other social actions such as requests when interactants share enough common ground. By exploring data in Spanish, this systematic analysis of complaints contributes to the under-explored area of how the social action of complaining is co-constructed and accomplished in interaction.

Reza Fallah, Recent graduate, University of Mazandaran | Co-author: Baqer Yaqubi | **Using the Conceptual Metaphor Perspective as a Pedagogical Approach to Teaching English Phrasal Verbs**
Phrasal verbs are extremely frequent in English that they have been called as "ubiquotes" by Celce-Murcia and Larsen-Freeman (1999). However, according to Littlemore and low (2006), such verbs are considered to be seen as a blockage all along the way of English proficiency. Being aware of this difficulty, this study has investigated the effectiveness a conceptual approach which is based on orientational metaphors to see if it can facilitate and accelerate learning some phrasal verbs. Based on this approach, phrasal verbs are not viewed as a none-arbitrary element in English and in fact, they are believed to be a combination of a verb and a particle which can be understood by learners through using conceptual metaphors. This approach is made of three steps which has been implemented during the semester. The first step is an introduction, so that learners would get familiar with the concept of "zone of activity" which is based on a metaphoric image schema by Linder (1981) and its extension by White (2012). The second step is named as "Matching Activity" in which learners are supposed to match some metaphoric pictures with the right phrasal verbs and the third step that is called as "Dialogue Activity" is considered to be another cognitive demanding step to engage the learners in the process of learning. This study (a) provides the theoretical background of this approach, (b) talks about the two experiments in which the conceptual approach was implemented for some Iranian English learners, (c) discusses and compares the results of these experiments.

Chelsy Selvan, PhD student, The English and Foreign Languages University, Hyderabad | **Teachers' beliefs on translanguaging practices: A study on in-service teachers in India**
In recent years, new approaches to multilingual education have widely expanded. Different aspects of translanguaging were explored in a growing number of studies. Studies that focus on teachers' beliefs, attitudes, or practices towards multilingualism are rare. From many previous research findings, it is evident that monolingual assumptions are strong among in-service teachers due to various socio-political reasons that determine educational policies at the "macro- framework level"(Garcia& Hesson, 2015, p.227). In the current study, in-service teachers' beliefs about multilingual education and translanguaging practices are discussed in relation to the key role that teachers can play in changing monolingual instructional practices for the benefit of multilingual learners at the "micro-framework level" (Garcia & Hesson,2015,p.231). Data is collected from forty high school in-service teachers from across India who mainly teach content subjects for high-school classes. The main data collection instrument is a questionnaire with closed questions about demographic details and a series of queries into multilingualism and translanguaging practices. The purpose of various translanguaging strategies in the lesson plan is analysed from teacher responses. The findings of the study expected to reveal some significant changes in the teachers' beliefs about instructional practices in the premise of emerging bilingual pedagogies and the application of those beliefs in the classroom.

Thatha Molli, PhD student, The English and Foreign Languages University, Hyderabad, India | **Using Semantic Frames to Enhance Comprehension and Retention of Vocabulary of ESL Learners**
For last 30 years, there has been a strong opposition to the use of surface level data processing vocabulary learning techniques such as rote memorization (Khoii and Sharififar 2013). Also not much research is found that deals with enabling learners to evoke their sense of vocabulary (ability to guess the meaning).Learners are exposed to limited vocabulary of target language as they mostly witness only traditional way of teaching like learning vocabulary in isolation where Teaching is mostly static and isolated. So that acquiring essential vocabulary is required for a better communication which is profoundly missing among the ESL learners. Lack of comprehension skills hinders retention of vocabulary. Learners need to comprehend and retain the meaning of words and phrases in order to understand a text. In order to comprehend a text, learners need to have sufficient stock of vocabulary and amalgamation of semantic frames can be an effective strategy in this direction. Vocabulary need to be taught contextually so the learners can comprehend and retain better and use them in the everyday conversation. This paper focuses on if integration of semantic frames technique enhances comprehension and retention of vocabulary among ESL learners. Semantic Approach can be adapted to present vocabulary instruction in the form of maps or frames, mapping of words helps them understand how a word functions in different contexts and to comprehend more effectively. This study tries to address the gap by attempting to use semantic frames and to teach vocabulary contextually in an appropriate manner so that learners would not just remember what is taught but also will be able to comprehend it and use it in their communication.

Komila Tangirova, PhD student, The University of Warwick | **A Collaborative Action Research to Build a Specialised Corpus for Developing ESP Teaching Materials: Insights from the Pilot Study**

One of the pressing challenges in teaching ESP in Uzbekistan is scarcity of ready materials for narrow ESP directions as commercially available textbooks and teaching materials are understandably developed for large-scale users, while the needs of learners in narrowly-focused specialisms seem to be neglected. In the pilot study for my PhD project, I worked with an ESP practitioner collaboratively to build a specialised corpus for informing teaching materials. The following objectives were set:
- To explore approaches in preparing ESP teaching materials in the targeted context
- To identify the specific language needs of students
- To build a specialised corpus
- To develop teaching materials based on findings from the specialised corpus
- To explore the impacts of employing the specialised corpus on teaching ESP.
The pilot study is one cycle within the collaborative action research (CAR) project with a cyclical approach as the main methodology to address existing issues in contexts under investigation and explore the impact of introduced approaches. One of the most significant benefits of this type of research is the mutual creation of new knowledge by the researcher and practitioner. I assert that the frequently claimed messiness of action research is not necessarily a negative feature as the nature of this methodology itself is based on a trial-and-error approach in attempt to reach an optimal condition when the introduced change brings targeted improvements. The data of the study include interviews with reflections of my collaborator on activities and stages of the CAR as well as audio-recordings of regular meetings. The findings of the pilot study show that the approach of building a specialised corpus for the purpose of developing teaching materials is achievable and useful. The compiled corpus revealed important features of the English for Food Science and Technology. The developed materials have been well accepted by students, and requested to be used on a permanent basis instead of the coursebook used before. The study results also indicate that content teachers are vital informants for ESP teachers in making choices on data for specialised corpus. Collaboration between a researcher and a practitioner has been found successful with flexibility, adaptability and agreed share of responsibility as important factors.

Xuechun Huang, Undergraduate student, Sun Yat-sen University | **An Analysis of Cultural Contents in New Concept English Book 4 from the Perspective of English as a Lingua Franca**

The role of English as a lingua franca (ELF) calls for a change in pedagogies such as to involve diverse cultural representations in English language teaching (ELT) materials. Despite an increasing number of explorations into ELT textbooks from an ELF perspective elsewhere, such research remains insufficient in China. The existing literature has shown that among the ELT textbooks used in China, some focus on Chinese culture, while others introduce very limited Chinese culture. Most studies have explored textbooks approved by educational authorities, while other materials have received less attention, including those for self-directed learning and those in language training schools. This study aims to explore the extent to which and how cultures are presented in New Concept English (NCE) Book 4, a popular English textbook among self-regulated learners in China with Kachru's (1985) three-circle model and Yuen's (2011) 4P framework. Each of the passages and pictures was examined and coded into the two themes: the first theme is the circle it belongs to according to Kachru's (1985) model of inner, outer, and expanding circles; the second theme is the category in Yuen's (2011) 4P classification of culture facets (products, practices, perspectives, or persons). The frequency and percentage of each theme were calculated and compared. An analysis of 48 texts from the book reveals that cultures from the inner circle dominate the cultural contents. Although a small number of examples benefit deep cultural learning, many cultural elements are fragmented, outdated, and superficial. The majority of them appear as products and persons, while only a small number of them are practices and perspectives. It also reveals that Chinese culture is almost missing from the book, although the NCE series was edited especially for Chinese learners. Asian cultures are mostly used to serve as the components to depict multiculturalism in inner-circle countries. It can be concluded that NCE Book 4 is not an ideal textbook for promoting students' awareness of ELF.

Yi Zhang, PhD student, The University of Warwick | Disagreement in Chinese College English Textbooks: ELT Textbook Development and Use

This study is to investigate the principles by which ELT textbooks can be developed for pragmatic instruction in Chinese universities through content analysis of textbooks and mixed-methods investigation of textbook use. ELT textbooks, which anchor at the centre of many educational programmes, have been criticized for impoverish representation of real-life pragmatic language use (e.g., McConachy & Hata, 2013; Ren & Han, 2016; Vellenga, 2004). While theoretical development and empirical achievements have been gained in L2 pragmatics and instructional pragmatics research following the "social turn" (see Block, 2003) in SLA, few studies have been conducted to investigate the development and use of ELT textbooks in relation to pragmatic instruction and L2 pragmatic development. Acknowledging the fact that Chinese university graduates are going to use English as a lingua franca to communicate with people of different L1s and recognizing language user agency in intercultural communication, this study is to take a discursive approach and examine the presentation of intercultural pragmatics in textbooks through content analysis, taking disagreement as the investigative focus. Ways of material improvement will then be proposed to capture the dynamic relationship between context and pragmalinguistic expressions, and to facilitate metapragmatic reflection. The proposed material is to be then examined in classroom settings to evaluate its efficacy in developing pragmatic awareness and competence through pre-/post-test design, and its impact on teachers' attitudes toward and implementation of pragmatic instruction through classroom observations and interviews. The study is to find out how metapragmatic information can be presented in textbooks to capture the dynamic relationship between context and pragmalinguistic expressions, and how activities can be designed in textbooks to facilitate metapragmatic reflection. This will culminate in the development of a set of guiding principles for ELT material development for intercultural pragmatic instruction.

30 June 2021 | 10:45-12:15
Discourse analysis

Yesim Kakalic, PhD student, The University of Warwick | Shifting Notions of Otherness - Identity Construction of German-Turkish Descendants in Germany

The German media landscape is characterised by discourses of ethnic tension, migration, integration and assimilation in relation to German-Turkish individuals (Mueller, 2006; Ramm, 2009; Schneider, 2001) and has led to a stereotypical and negative public image of this very group (Mora, 2009; Ramm, 2010). Such discourses typically construct and portray German-Turkish individuals as the other, ultimately intensifying discrimination (Bonfadelli, 2007) and feelings of alienation. This paper aims to understand how mainstream discourses of German-Turkish individuals contribute to this othering and how they thereby influence the self-perceptions and identity constructions of German-Turks, who often find themselves torn between positioning themselves as Germans, Turks or German-Turks. This paper thus aims to answer the following Research Question: How do German-Turkish descendants construct their identities as Germans, Turks and German-Turks in and through the processes of othering? Drawing on over 13 hours of audio- and video-recorded focus group discussions with German-Turkish descendants, this paper utilises the framework from Bucholtz & Hall (2005) to approach identity from a sociocultural linguistic perspective and analyses and discusses narratives of discrimination which emerged as one of the main themes during the coding process. More specifically, it explores the discursive and pragmatic processes through which German-Turks construct and negotiate their own (and others') multiple identities by othering either "the Germans" or "the Turks", and positioning themselves in relation to these larger groups – sometimes embracing and sometimes rejecting membership in them. Findings illustrate that what is considered to be 'the other' by participants is constantly shifting throughout these processes of identity construction and negotiation. This highly dynamic nature of otherness is closely intertwined with issues of social integration and discrimination, which participants experience on a daily basis. Through analysing the pragmatic and discursive processes of this othering, this paper provides important insights of how mainstream and stereotypical discourses of German-Turks affect the identity construction of members of this group, and provides empirical evidence of how social integration takes place.

Ulrike Thumberger, PhD student, Pázmány Péter Catholic University, Budapest | **The Construction of National Identity in Pop Songs**

The dissertation aims at investigating the discursive construction of national identity through pop songs. The central question is how pop songs, i.e. especially their lyrics, can serve as a means to establish national identity, be it directly or by means of creating regional identity. This topic can be regarded as a gap in the field of research on language and identity and the dissertation means to close this gap by exemplifying the construction of identity in and through songs in Austria. The study will focus on qualitative aspects and the method to be used will be Critical Discourse Analysis, following mainly the approaches by Wodak et al. (2009) as well as Machin (2009). It is still in discussion whether a quantitative approach may be added (e.g. a statistical analysis of personal pronouns). National identity is a construct which is created through discourse (cf. Wodak et al. 2009, 22). It is well known that popular music plays a part in establishing identity within people, yet there are mostly books and papers dealing with the musicological perspective of pop songs. But, as Frith remarks, people recognize and understand songs by listening to their lyrics, their words (Frith 1996, 159), which is why songs are definitely a topic of linguistics. Machin states that lyrics are not only narrations but also contain cultural discourses that artists can identify with (Machin 2010, 77) – and as I want to argue, their listeners, too. The presentation will show how national identity is constructed through the lyrics of songs. To fulfill this aim, some Austrian songs will be introduced and analysed by using a CDA approach.

Thomas Hammond, PhD student, The University of Sheffield | **Trends in obligation: COVID-19 and deontic modality**

This paper reports on the construction and analysis of a specialised sample corpus made of transcripts from official UK Government statements from the COVID-19 daily briefings between March and April 2020. It tests trends in deontic obligation proposed by Leech et al. (2009) by applying a re-defined parameter of source through a qualitative analysis of competing modal forms in the data. Source (i.e. the object at the origin of the obligation) is operationalised following Depraetere and Verhulst (2008) and distinguishes between discourse internal/external and intersubjective (mixed) sources of necessity, where discourse external is divided between circumstance, condition and rule/regulation. Video coverage of statements given between March and April 2020 constituted the sampling frame, meaning that the size of the corpus is rather small (51,761 words). However, this was appropriate considering the detailed qualitative analysis that was needed to interpret the modal forms' sources of obligation. Transcriptions of the statements were typed into a Word document and then uploaded manually to Sketch Engine. Basic concordance searches and the 'KWIC' view allowed for modal frequency counts, and then multiple concordance lines were copied as plain text files so that the modal forms could be seen in their larger context, allowing for an appropriate interpretation of their source. Results confirm the trends suggested by Leech et al. (2009). "Need to" is the most frequent and collective deontic modal in the corpus, used predominantly with discourse-internal sources. "Have to" has regulatory sources, used to refer back to pre-existing rules. "Should" is overwhelmingly favoured when issuing new rules, particularly in negation constructions with the second person singular. It suggested therefore that the Government deem a less directive strategy of obligation to be more effective when seeking the conformity and compliance of the public. Applying the redefined parameter of 'source' proves insightful to the differing functions of competing modal forms in spoken language.

Azar Tajabadi, Recent graduate, Arak University | **Motivations for intercultural learning: Applying an Activity Theory perspective at an institutional level**

The present study applies Activity Theory (AT) as a socio-cultural framework to analyze the dynamic and complex nature of English as a Foreign Language (EFL) learners' motivations for intercultural learning in the Iranian context of tertiary education. Adopting a qualitative approach, a number of ten learners majoring in English Translation voluntarily participated in the study. At the beginning of the semester, learners' responses to a bio-data questionnaire revealed that although they had experienced zero or very limited in-person or online intercultural contact across their cultural boundaries, they were motivated to develop their intercultural knowledge and understanding. Three semi-structured interviews, learners' reflective journal entries, and reports of critical incidents were collected during a sixteen-week semester. Data was analyzed guided by AT and thematic analysis with a special focus on four components of the framework: subject, community, tools, and object. The findings revealed that, even in the absence of sustained intercultural encounters, a wide array of individual-specific and context-specific factors played a crucial role in the formation of EFL learners' motivations for intercultural learning. Additionally, it was found that over time variations occurred in intercultural learning motivations of the participants whenever components of the model underwent changes. It is hoped that these findings contribute to a better understanding of EFL learners' deriving forces for learning English, in general, and intercultural learning, in particular, so that implications and incorporation can be envisioned in the English language curriculum at Iranian tertiary education.

Dammu Betty Beaulah, PhD student, The English and Foreign Languages University, Hyderabad, India | **Fostering Intercultural Competence among Telangana Engineering Students amid Pandemic**

Graduates need to work in an international scenario where they have to communicate with customers, suppliers, and partners, locally and globally. The dearth of intercultural communication may lead to misinterpretation, misunderstanding, and cultural conflicts among employees. Moreover, Cross-cultural differences hinder collaboration, teamwork, joint ventures, and even international projects. Globalization has blurred the boundaries but could not create cultural tolerance and annihilate the cultural disparity. Hence there is a dire need to bridge the culture gap and to develop intercultural competence. So this study examined the effect of an intercultural communication training program. Both qualitative and quantitative methodologies were adopted. A pre-test, a post-test, and a questionnaire were administered as tools for collecting data. The study found that this program eliminated most of the cultural barriers and ignited cultural sensitivity. Intercultural awareness persuaded the students to appreciate the counterparts. Institutions are preparing students for the job market. The study recommends that along with employability skills, intercultural communication training must be provided to students at the higher education level. The limitations of the study were that the academic schedule was too tight and the training program was conducted only for 8 weeks even the sample size was small.

Odirin Abonyi, Postgraduate student, University of Ibadan | **Interrogating the Bildungsroman in Female Genocide Narratives: the Janus-Diasporic Character**

This study examined the construction of the female diasporic identity. Previous studies leaned more towards deconstructing patriarchal archetypes and the praxis of the female self as fictional writings by women generally remained silent in interrogating identity crises. This study therefore attempted to defoliate particularly the internal concerns of the female individual as opposed to the external, the road less taken in engaging this emerging genre of small literature with reference to fictional genocide narratives by contemporary female writers. Fifty samples were purposively selected and samples analysed adopting Habermas' critical theory, an offshoot of the social constructionist framework. The socio-cultural, psycho-socio, and psychological variables were used in dialogic modes to explicate the perceptions that condition Olanna's and Vanessa's identities. The study finds that the characters possess multifaceted diasporic identities. For Olanna, it manifested in various bipolar tendencies exhibited as she consciously reverses and reorders her experiences. Thus she refuses privileges that come with having an upper class background and identifies with the underlying class struggle in the microcosmic and macrocosmic worlds of family and nation-stateâ€"Biafra. For Vanessa, it manifested in a binary disposition to her European identity. This leaves her constantly adrift in suspended mental, emotional and psychological states in questing to find a middle-ground between being European and being African; and estranges her from family as well as countrymen in her homeland. The study concludes that the collage of perceptions in tripodal relation to experiences, perceptions, and memory remain pivotal social constructs that interplay to provide a more holistic representation of Diaspora identity as against race, ethnicity, class and the like.

Mohammad Naghavian, Postgraduate student, University of Mazandaran |Co-author: Baqer Yaqubi | **Uncovering and Constructing EFL Learners' Beliefs about Speaking Fluency via Metaphor Elicitation**
This ongoing research aims to discern changes in EFL learners' beliefs about L2 speaking fluency through the use of metaphor. In fact, we try to find out, how do EFL learners convey their belief about L2 speaking fluency through use of metaphor both before and after a metaphorical intervention? The major reason for conducting this study is that researchers have not paid enough attention to EFL learners' beliefs regarding L2 fluency, while teachers have received more attention regarding this topic. In addition, while most of the studies used metaphor as a tool to uncover participants' beliefs, few studies used metaphor as an intervention tool to investigate participants' belief change. In this study nine Iranian EFL students volunteered to participate. In the first step, students took the Oxford Placement Test (Allan 2004). Then, we used metaphor elicitation tasks + follow-up interviews to uncover their beliefs in the first step. Then, we have conducted a metaphorical intervention. After that, we have used metaphor elicitation and follow up interviews again after the metaphorical intervention to clarify any potential mismatch between our preliminary interpretations of their comments and mainly to discern any possible change in learners' beliefs. In order to analyze the data, we made use of metaphor analysis and thematic analysis to depict learners' conceptual categories. Study findings suggested that learners' conceptualizations of fluency differ greatly among each other. It was found, in fact that learners' metaphors in the first round (before the intervention) indicated they understand and define fluency at very broad and broad sense. The first round also showed that the boundary between fluency and accuracy was not clear to some of them. Analyses of the metaphors provided in the second round, however, indicated that participants, under the influence of the intervention, changed and or adapted their metaphors in a narrow sense of fluency.

Norashikin Binti Zainull Abdin, Postgraduate student, The University of Warwick | **Primary teachers' perception on sharing experiences to enhance students' participation in l2 speaking classroom**
This research aims to explore teachers' perception of sharing experiences to enhance students' participation in L2 speaking classroom. This research is essential as it shows the relevance of teachers acknowledging their experiences to motivate students to participate during speaking lessons actively. As Beth Pandolpho (2018) mentioned, it is significant for teachers to share and acknowledge their life experiences to show students that we are humans just like them. The English language is learned as L2 in Malaysia; therefore, it can be intimidating, but there is a high chance of getting through the speaking experience in the classroom when teachers share their experiences. Gehlbach (2017) also states that students who are emotionally connected to their teachers and peers undertake and accomplish better than those who do not connect as much. Sharing experiences creates an emotional connection between the teacher and students. There are many types of life experiences that teachers usually share, ranging from personal experiences, cultural experiences to L2 learning experiences. This research will be conducted with primary school teachers in Malaysia. The participants for this research will be chosen via purposeful sampling. Therefore, in this research, the participants will be Malaysian English language teachers who teach lower primary from more than one school type. There will be 16 primary teachers where there will be equal male and female English language teachers. Among the specific inclusion criteria are Malaysians from a different cultural background (Malay, Chinese, Indian, Sikh and Dayak from East Malaysia). The English language teachers must have at least four years of teaching experience and are based in Malaysia. A multi-method approach using semi-structured interview and questionnaire will be used to collect data. This research aims to find out if teachers share their experiences with their lower primary students, the type of experiences that teachers share with their students if they share as there are many types of experiences. This study also expects to explore teachers' perception of whether sharing their experiences has motivated young learners to participate and enhance their interaction during speaking lessons.

30 June 2021 | 14:15-15:45
English and other language(s) teaching (I)

Nadine Nasef, Postgraduate student, Misr International University | **The Psychology of a Language Learner: The Out-Turn of 'Self-Motivation' on a Learner's Linguistic Self-Competence**
People always quote, "We are all the same." Is this really the case? For us human beings, are we really the same with no slight difference? When we say "same", it is about the way we communicate, our etiquette, our lifestyle, and our emotions as well. This quote is just flawed in a specific perspective, especially when we examine our way of learning language and how we get motivated and most importantly, motivate ourselves; we are the opposite of the same! For this purpose, it becomes a major essentiality to inspect or investigate the theoretical anatomy of "motivation" in second language acquisition and learning. This paper offers to throw light on the essence of motivation and mainly 'self-motivation' as a catalyst to reach linguistic self-confidence and therefore self-competence in linguistic communication. This paper tackles two major research questions: (1) What are the most common ways to enhance self-motivation in second language learning? (2)To what extent does self-motivation outweigh extrinsic motivation in second language learning? Being a mixed methods research study, both qualitative and quantitative methods were conducted. Participants were comprised of 50 university students (25 freshman students and 25 graduating senior students) within the 18-23 age range . They were all reading for undergraduate degree at Misr International University, Egypt and were all reading academic English courses as one of the requirements of their final graduation. The participants of this research filled in a questionnaire which consisted of 10 questions on a Likert scale where number 1 is the lowest and number 7 is the highest, along with three open-ended questions to understand more about the participants' motivation. A couple of questions were piloted first among 10 students (5 freshman students and 5 graduating senior students) before going through with the entire questionnaire. Most of the results have indicated that fear is essential when it comes to increasing the linguistic self-competence; however, taking over such fear by visualizing the end result of reaching where they want to be. Moreover, some findings indicated the need for extrinsic motivation and the need for a challenging environment first to motivate the self; surprisingly enough, that was not the case for most of the selected participants. The final framework which could be explained based on the results consists of four main dimensions: creating the basic motivational conditions for oneself, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

30 June 2021 | 14:15-15:45
English and other language(s) teaching (II)

Marion Coumel, PhD student, The University of Warwick | **Co-authors:** Alexandra Schurz, Mag student, University of Vienna, Austria | **Seeing the big picture: Teacher-reported accuracy-based and fluency-based instruction in Austria, France and Sweden**
Communicative Language Teaching (CLT) underlies English Language Teaching (ELT) curricula throughout Europe. However, differences in educational policies and in how much students engage in Extramural English (EE, Sundqvist, 2009) could influence methods applied in ELT. Since no cross-national comparison of ELT practices exists to our knowledge, we collected quantitative and qualitative data to explore the type of instruction applied in classrooms of English as a foreign language in Austria, France and Sweden. Secondary English teachers from the three countries reported their practices with regards to planned vs. incidental form focus, implicit vs. explicit, inductive vs. deductive, and fluency-based instruction in an online questionnaire (N = 615) (Schurz & Coumel, 2020) and in semi-structured interviews (N = 20). Our results show that, overall, ELT in all countries seems to rely on CLT, but Austrian and French teachers appear to attribute a greater role to form and explicit grammar teaching than it is the case in Sweden, where ELT is more implicit-fluency-based. Moreover, incidental (rather than systematic, pre-determined) grammar teaching seems more dominant (1) in Sweden as compared to Austria and France and (2) in lower secondary school across countries. Finally, French teachers differ from the other groups as they apply more inductive rather than deductive instruction. This cross-country comparison provides a detailed picture of how multiple factors such as curricula, EE, practical constraints or student needs influence pedagogical choices and extends our understanding of how grammar teaching practices relate to the teaching context.

Malavath Nikhil Naik, PhD student, The English and Foreign Languages University | **Design Thinking as an Effective Strategy to Develop Global Skills of English Language Learners**
Students are no longer seen as passive receivers of knowledge, they are active designers of meaning. Design thinking is a non-hierarchal human centred process which is creative, collaborative and iterative in nature. In design thinking learners will work together to find solution to a problem by following a 5 stages process approach. The 5 stages are Empathize, Define, Ideate, Prototype and Test. This paper tries to explore the benefits of using design thinking to develop the global skills of English language learners. Design thinking as a process is widely used in fields like engineering, technology and business. Design thinking in education is a very recent phenomenon, educators started acclimating this process in education as it is student centred, creative and collaborative. This study reviews literature on design thinking and discusses how design thinking process can be used in language classrooms i) to develop global skills of English language learners and ii) to use design thinking as a theoretical framework in teaching learning process. The study will give insights on i) how using design thinking process in a language classroom will improve the global skills like creativity, problem solving, critical thinking of English language learners ii) using design thinking to solve problems in a meaningful way based on experience, empathy and understanding

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Messaouda Ladjini, PhD student, M'sila University, Algeria | **Reading Novels as a Bridge to Creativity in the Speaking Class**
What learners say in the speaking class is necessary, however more valuable is how they say it! Accordingly, teachers need to look for some innovative strategies to boost students creativity and to motivate them to speak effectively in EFL classes. Motivating students to speak creatively can come true through setting some performance tasks based on reading a novel 'short stores, plays, games or any other creative task'. This study seeks to find out the way reading novels may foster students' creativity. Additionally, it aims at determining the advantages novel-based performance tasks have on students of English. This research is based on the hypothesis that: If novel based performance tasks are implements in the speaking class, students creativity would be fostered. To check the hypothesis, a mixed method was carried out using two main tools: classroom observation of students performances and a questionnaire distributed to a sample of 37 students who had novels as reading material. The findings show that doing classroom performances based on novels is welcomed. Moreover, Integrating novels in oral classes proved to be positive as this technique boosted students creativity, motivation and helped them acquire a variety of skills including ICT . Some implications, tips and inspiring students performances are provided in the workshop!

Kevin Zhou, PhD student, The University of Warwick | **Power Dynamics and Education for Sustainable Development (ESD) Policy in Primary Schools " A Case Study in China**
This case study explores the enactment of Education for Sustainable Development (ESD) in two primary schools in China. Particularly, this study pays attention to the power dynamics between the school principal and teachers, and the effects of the power dynamics in shaping the overall enactment of ESD policies in two primary schools. This study aims to answer the research question – how far do primary schools in China enact ESD policies? This study takes a mixed-method approach and is a case study conducted in two primary schools in China. A total of 110 questionnaires and 20 interviews were collected from school principals and teachers. This study uses Fairclough's Critical Discourse Analysis and copes with Stephen Ball's theory of 'policy enactment' to analyze data. Findings suggest that a hierarchical power structure is acquiesced by both principals and teachers, as the school principals manifested their hegemonic identity in the power hierarchy. This power hierarchy exaggerates school principal's roles in policy enactment and simultaneously mitigates teacher's policy roles. Combining with school intakes, infrastructure considerations, and external factors, school principals often use the power hierarchy to determine the level of enactment of ESD policies in primary schools in China.

Jelena Košinaga, PhD student, University of Szeged | **Japanese Women's Desire for English: Subversion of Collectivist Norms and Identity-In-The-Making**
The recent decades have seen a great interest in the research on Japanese women's desire for the West, both romantically and professionally (Piller & Takahashi, 2006). It is needed to revisit the research in the current framework of gender-related studies and linguistic anthropology to assess whether Japanese women's existing imagery, as the consumers of Western products, still prevails or differential interpretations of their desire for English emerged. This paper comes from a critical ethnographic study based on the interviews and fieldwork observations of the desire of a group of young Japanese women, whose desires for English subvert the tendencies of the homogenizing social arrangements, depicted through the Japanese concept of ibasho. It aims to understand the circumstances these women encounter upon their decisions of not belonging to a specific social grouping, what their pursuit for 'ideal selves' (Dörnyei, 2020) entails, and what the novel forms of desire are that emerge out of their 'rebelling' against the traditional principles of uchi (home, in-group). The paper posits that the novel interpretations of desire can be divided into external, internal, and neutral, all of which indicate an assessment of Japanese women's identities as either fluid (Norton, 2013), in-the-making, or conflicted and plastic in that regard.

Mohamad Wafaee, Postgraduate student, Ondokuz Mayis University | **The investigation of Online Classroom Discourse and its utilized tools for Teacher and Student Development during the Digital Era**
Owing to the increasing demand to develop pre-service teachers' proficiency, in-service teacher, learner interaction and learning outcomes during COVID-19 pandemic, the significant role of participation and interaction have become more crucial to language acquisition. The purpose for which this study has been conducted is to identify, observe and investigate online classroom discourse in order to find out what the most prevalent interactional features and strategies of classroom discourse that contribute to teacher development and ensure learners' understanding to classroom procedures in EFL setting. Two 2.5-hour sessions have been under the scope as data to conduct this study in B1 level (pre-intermediate) classroom. In addition, Transcription and video recording sessions have been the sole tool to understand the classroom discourse with the help of Long and Sato's (1983) taxonomy and SETT (Self Evaluation of Teacher Talk) which is considered as teacher education framework that aims to contribute to teacher development through classroom interaction (Walsh, 2006, 2011,2013) during COVID-19 pandemic. The potential findings out of this study will indicate to the major utilized strategies and the crucial role to underpinning the interaction and ensure EFL teachers' development and attain better learning outcomes in the virtual setting during the novel digital era.

Hamza R'boul, PhD student, Public University of Navarre | **Power Imbalances and Interculturality in English Language Education: Morocco as a Southern Space**
The global spread of English further entangles the linguistic dependency of the Global South. One dynamic of this spread is English language education and its possible contribution to the maintenance of power imbalances between the Global North and South. This presentation reports the findings of my ongoing doctoral research (thesis by publication) which comprises six studies; three theoretical and three empirical. The objective is to examine how global inequalities are both reflected and perpetuated by the global spread of English and its teaching in the Global South. The focus has been Morocco as a postcolonial southern space that has been struggling with cultural and linguistic dependency. Although Morocco is a multilingual country, there has been a power struggle between local and foreign language; this has consequently resulted in the relegation of local languages and cultures to symbols of traditions and cultural authenticity while French and increasingly English are perceived as modern and high-prestige languages. The three empirical studies examined (a) university teachers and professors' beliefs about cultural supremacy of English as well as (b) their practices with regards to interculturality teaching and (c) university students' language ontologies. The three theoretical studies have drawn on (a) cultural and interculturality in TESOL, (b) intercultural communication education, and (c) intercultural communication dialectics in English language education. Findings revealed that both students and teachers are heavily influenced by the cultural superiority of Anglophone spaces and (b) culture and interculturality teaching has mainly been a practice of comparison between local and Anglophone cultures.

Dianaleis Maza, PhD student, Universidad Central "Marta Abreu" de Las Villas, Cuba | **Co-authors:** Juana Idania Pérez Morales, María del Carmen, Navarrete Reyes, | **The Linguistic Dimension in Curricular Course on US History for Cuban University Students Majoring in English Philology**
English language training is a fundamental tool in human behavior and relationships, participation, cooperation, interaction, and spread of academic as well as scientific knowledge. Hence, a superior management of such studies at university level became peremptory given the social commitment in rendering a competent professional to meet up with the standards of contemporary demands worldwide. Thus, the present study aims to support the need to find a balance between the teaching of English language contents to those of the curricular course on History of the United States of America targeted for the English Philology Major with a Second Foreign Language contextualized for the Cuban university through the Content and Language Integrating Learning as one of the most contemporary approaches in language teaching. A qualitative study with descriptive features allowed for the analysis and synthesis processing of basic as well of relevant bibliography on the matter and referential official documents. Documents analysis: made it possible for the identification and systematizing of theoretical reference materials about History teaching, linguistic competence, CLIL and intercultural communication. It included the present and past curricula nationwide for English language studies in higher education institutions, also national guidelines directing the teaching-learning process of History of the English Speaking People's, as primary elements to the theoretical foundations of the research. Systematization: opinions from several authors about the target study were studied; tendencies and viewpoints about the topic of this research were considered. As a result, procedural suggestions are provided to cross boundaries of traditional language teaching of content courses at tertiary level, enrich the CLIL theory by tailor it to the Cuban context, and embed the dynamic so that it allowed for the development too, of critical thinking skills, linguistic and intercultural competence. It is decisive then to rightfully choose the language contents to be integrated and also to accurately plan the skills to develop, apart from a careful attention to the suggested approach.

Hui Cai, Postgraduate student, The University of Warwick | **The Impact of Activity-based Teaching Approach on High School Students' Thinking Skills**
For a long time, foreign language teaching in China focuses on knowledge and skills, overlooking the development of students' thinking quality, which hugely hinders the development of students' language competence. To solve the problem, the newest edition of English curriculum standards published in 2018 firstly includes thinking skills into teaching objectives and defines it as the ability to think logically, critically and creatively. To make the development of thinking skills applicable, the standards also proposes a new teaching approach called Activity-based Teaching Approach (ABTA), after summarising the gains and losses of teaching practice in the latest two decades. This research aims to answer what impacts ABTA has on students' thinking skills, how ABTA influence students' thinking skills. This project adopts a qualitative and exploratory research approach. Two Senior Grade 1 classes are chosen for the research based on scores of the placement test. One is experimental class, receiving ABTA, and the other is control class, receiving traditional teaching approach. For each class, three lessons will be recorded at the beginning of the semester, in the middle of it and at the end of it. The 6 recorded lessons will be transcribed verbatim and analysed based on discourse analysis. Students' written output like mind maps, posters generated in the 6 lessons will also be collected and analysed. Besides, the 2 participant English teachers and students (6 students in total for each class, 2 top students, 2 average and 2 challenged) will receive pre-test and post-test interviews, talking about the impacts of teaching approaches on thinking skills. Interview data will also be transcribed and analysed. Compared with the traditional teaching approach, ABTA improves students' thinking skills in all three regards, especially on critical thinking ability. ABTA develops thinking skills through a meaning-oriented teaching model. In this model, teachers have to first analyse the text they are going to teach, figuring out three components "what", "why" and "how". Based on text analysis, teachers design teaching activities of escalating difficulty. Students explore the meaning of the text by undergoing the activities to obtain information to form a new knowledge construct with the language, to internalise it and then to apply it to solve problems in new contexts critically and creatively.

Messaouda Ladjini, PhD student, M'sila University , Algeria | **Investigating the Strategies that Foster Creativity in the Classroom at M'sila, University, Algeria**
More recent attention has focused on the topic of creativity due to the crucial role it plays in several domains including bussiness, art and education. Educationally speaking, creativity is welcomed after being disregarded. Interestingly, decision makers, educators and teachers are working hard to look for effective ways to foster creativity in EFL classes and to help students be creative. There are two primary aims of this study: to ascertain the different strategies for enhancing learners' creativity and to investigate the teacher's role as a creativity booster. The study is based on the hypothesis that the teacher is playing a significant role in boosting learners' creativity and that there exists some strategies to foster it. In order to test the hypotheses, the descriptive method is followed. Hence, a questionnaire was distributed to 40 English university students who were asked some questions regarding the teacher's role in enhancing creativity and their attidues regarding techniques for boosting creativity. A second tool of research is the classroom observation that has been carried out to observe students performances during the speaking class. The findings of the study indicate the great contribution of the teacher as a creativity enabler. Additionally, they determine some of the factors and strategies that foster creativity (including quality of material, ICT, teacher's positive feedback..etc). Importantly, some recommendations and creative students' performance will be illustrated in the presentation. Collectively, creativity can be boosted if the process and the material introduced is reconsidered.