Cutting Edges 2019 Abstracts

Plenary Papers

Challenging Language Educators in Troubled Times: Exploring Options for Solidarity and Transformation

Alex Ding
University of Leeds

The insidious, nefarious and debilitating structural forces and manifestations of neoliberalism that permeate and shape so much of language education in higher education present existential and material dangers and challenges to language educators.

The first part of my keynote outlines some of the key factors whereby neoliberalism is shaping language education through, for example, commodification, marketisation, performativity, competition and entrepreneurship. These factors represent some of the key challenges *for* language educators.

While it is perhaps more straightforward to identify these structural forces that shape language education it is less obvious what can be undertaken on the micro, meso and macro levels to challenge these forces. The heart of this keynote is taken up with exploring seven interrelated facets of language educators (reflexivity; identity; agency; knowledge; association; developing a sociological imagination, and scholarship) that invite considerations of how (and why) language educators can become challenging language educators.

This paper is neither a blueprint nor a manifesto but more an invitation to investigate and discuss ways in which we may collectively begin to undertake transformations in/of our activities as language educators to challenge the threat of neoliberalism in higher education.

Lived interculturality: personal collections and secret becomings

Cristina Ros i Solé
Goldsmiths, University of London

This talk will explore the role of ordinary personal collections such as clothes and kitchen utensils as a way of constructing and negotiating multicultural identities. It will focus on how multilingual speakers' intimate practices and storing of ordinary objects in the home may be seen as a powerful relationship in the construction of identities (Benesch 2012, Pahl 2010, Pennycook 2017). It will argue that rather than domestic clutter or meaningless debris from our past, personal belongings can be seen as sites of experimentation and resistance to hegemonic public discourses about cultures. I will be discussing that it is in the privacy of multilingual speakers' homes and lives where notions of belonging and attachment to other cultures are secretly created and subverted. By looking at the mundane, embodied and enacted aspects of language learning, we discover that languages are learned, acquired but they also lived in the little rebellions of our daily routines, rituals and practices. Finally, I suggest a shift in intercultural studies that places a new focus on multilingual domestic spaces and re-thinks the relationship between the inside, and the outside and the public and the private of our cultural becomings. I will be asking: does the intimacy of the multilingual speaker introduce new notions of what it means to live interculturally? And does a distributed view of agency (e.g. beyond the human) engender more radical and disobedient cultural identity formations?

CLIL: False optimism?

Anthony Bruton
Universidad de Sevilla, Spain

Numerous aspects of CLIL which continue to be recurrent will be questioned: the conflicting definitions of CLIL, the contradictory arguments for adopting CLIL, along with the disappointing documented outcomes of CLIL in terms of both L2 and content achievement. The talk will update previous publications and talks, summarising these and highlighting research on learning outcomes in CLIL programmes in the last two years, with special attention to the content side of the equation.

In terms of definitions, two issues will be debated. First, the inconsistencies in the breadth of definitions and the arguments behind them will be explained. Most obviously, there would be very different justifications for CLIL classes being accompanied by FL classes or not. Second, given that most definitions and initiatives now assume that CLIL classes will be accompanied by FL classes, the possibilities of what L2 might occur in these classes and their relationship will be examined.

This leads on to what L2 learning is expected to occur and where, before scrutinising some new research on whether it does or does not. The results of the

comparative foreign language and subject content outcomes will be considered, before summarising whether both L2 and subject content are likely to improve relatively. The evidence to date is not particularly encouraging.

In Conversation

Christopher Anderson in conversation with Adrian Holliday (Canterbury Christ Church University) and Malcolm McDonald (University of Warwick) on their recently published paper in *Applied Linguistics* 'Researching the Intercultural: Intersubjectivity and the Problem with Postpositivism.'

Discussion Forum

Adrian Holliday, Alex Ding, Cristina Ros i Solé & Malcolm McDonald will discuss the themes of conference with questions and comments from the audience. Chaired by Christopher Anderson

Friday Papers

1 Parallel Session 1

1.1 The Algerian PhD Students as a Bridge between the Algerian and British Research and Practice Communities: Reality and perspective

Ahlem Setrallah

If we consider the large number of Algerian PhD students who are carrying on their research in different universities in the UK mainly in Education and Applied Linguistics, we realize the huge investment and efforts of the Algerian authorities to train future university teachers and researchers who are expected to develop academic research and thus the quality of education at the Algerian university. We can also notice the willingness and engagement of the universities in the UK to contribute to the achievement of this national objective as partners that have the required expertise and facilities to help the Algerian PhD students master the skills and knowledge needed to conduct research successfully. Yet, this project may not see the light and remain just a pleasant wish or dream if those PhD students remain isolated once back to Algeria and jump into the daily routine of teaching. As a result, there is a real urge to build a research community that aims at keeping those teachers and researchers in touch and create a platform for them to exchange their knowledge and experience by launching common research projects and organize national and international conferences, seminars

and workshops to help their collaboration remain alive and productive. If this collaboration is possible at the national level, there is a good chance that it can go further to reach the research and practice communities in both Algeria and the UK. In this paper, I will discuss four main points:

- What is the present situation in terms of collaboration between the Algerian and British research and practice communities?
- What is the potential of building a bridge between both communities via the Algerian PhD students in the UK?
- How can this happen?
- What are the challenges and advantages of such a bridge for both parts?

1.2 Silent on my own terms! Towards Voicing the Silent Voices.

Siham Djedid

Talk has often been the favoured form of participation and learning in language classrooms. On the other hand, "silence" is considered as hindrance that impedes the process of learning and place a negative connotation towards its performers. This research is an attempt to interrogate this assumption by reporting the experiences of a group of Algerian university students' use of silence inside and outside the English language classrooms. In more specific terms, it will shed light on how silence is manifested in the classroom, how they conceive it, and what are the opportunities that they take or create in order to give voice to their words. In addition to this, it will include teachers' views regarding the silent learner. This work will add to the emerging literature seeking to embrace a wider view of how language learning and teaching operate, as well as, it may bring to the light some new forms and modes of silent learning.

1.3 Should we still 'teach' English?

Nasima Yamchi

Internet and new technologies have revolutionized the field of language learning and teaching. Unlimited access to various forms of 'authentic' texts, has made individualised learning experience possible. Traditional models of language acquisition, however, do not comprehensively explain learners' experiences and needs.

This small scale quantitative and qualitative research seeks to learn more about language learning experiences of a groups of German engineering students. Although common beliefs resurface, deeper investigation raises questions on the role of traditional teaching, role of English as a lingua franca and shift of

emphasis on the type of language skills learners consider as necessary. Revisiting our understanding of language acquisition in EFL context gains importance considering that learners' attitude towards language experience could influence their future communication strategies.

2   Parallel Session 2

2.1   Between Then and Now: The Journey of Algerian Ph.D. Students in Britain

Yasmine Sadoudi

The rising status of English as an international language made the "native-speaker" countries such as Britain an ideal host for acquiring and using English. In the last five years, the Algerian Ministry of Higher Education has been sending quite a considerable number of young Algerian students – approximately 400 - to pursue their postgraduate studies in Britain which, for these young Algerians, might be an opportunity to try new transnational experiences and improve their English-speaking skills. Accordingly, this has led to questions on the identity of these Algerian international students to arise.

In this presentation, I will tackle the "identity" of this particular group of Algerian international postgraduate students. It will present initial analysis of my work in progress as an attempt to build a picture of the ways in which living and studying in a British environment may have impacted on their identity formation.

By and large, this presentation will focus on the transformations these young Algerian students have gone through as a result of studying in Britain.

2.2   The representation of the Anglophone culture in the Algerian textbooks: Teachers attitudes and believes towards the textbook cultural content.

Fatma Rezig

The anglophone culture is considered as the source of the English culture. Whether it is taught explicitly or implicitly permeates many aspects of foreign language teaching. Teachers then need to be aware of how to approach the Anglophone culture and how to present it to their students.
However, in the education context, according to Messakher (2014: 69)" teachers rely heavily on textbooks as a source of both language and culture of their teaching. "This confirms Riazi's (2003:52) argument that says" text books play a

very crucial role in the realm of language teaching and learning and are considered the next important factor in the second language classroom after the teacher". How the Anglophone culture is presented in the textbook affects the way it is taught and make teachers adapt new methods to transfer it to their students.
This presentation looks mainly at the American and the British culture representation in the Algerian textbooks of English and the teachers attitudes towards them.

I made my data collection in Algeria, and I came up with important data describing the interaction between teachers, students and the textbooks they use. However, I would like to present parts of my data concerned with the Anglophone Big C culture and the small C culture inclusion in the textbooks, and the way teachers work to present it to the class.

2.3   Are World Englishes Truly Worldwide? Or are they Centre Englishes in Disguise? A Case of Algerian English

Amira-Sarra Hiouani

Based on the findings of an ethnographic study at an Algerian university exploring language teaching and learning ideologies in relation to identities, this paper sets out to explain the concept of Algerian English and how related it is to Centre Englishes. The multiplicity of people's identities and the stereotypes they hold seem to be a constituent part of the process of understanding why Algerian English is the way it is. Throughout the collection of data, a certain pattern began to emerge. Identity-wise, the study reveals that no matter how Algerian the English used might appear to be, there always seems to be a British or American side to it. In some cases, the participants' Berber identity clashes with their user-of-English identity which, to some degree, creates the illusion of appertaining to the English-speaking Centre. Contrarily, some participants' rejection of the stereotypes that accompany Centre Englishes seems to result in an 'Algerianised' version of British and American Englishes. In addition, many students and teachers who lean towards the British model of English along with its culture believe themselves to be "well-mannered", "serious", "hard-working", and "emotionally mute" while those who eulogise the American model believe themselves to be "outgoing", "cooler", "funnier", and "lazy". These occurrences led me to doubt the essence of Algerian English and whether it even exists at all.

2.4 Algerian students in the UK experience of intercultural communication

Nour Eddine Brahimi

My research is a qualitative study that looks at how Algerian students in the UK experience intercultural communication. This research aims to explore what Algerian students say about their intercultural communication experiences. Focus group interviews and Narrative interviews are used to explore the Algerian students' perceptions and feelings about their intercultural experiences. This abstract aims to illustrate a part of my research initial findings, focusing on the perceptions of Algerian students about intercultural communication. Initial findings show that students see intercultural communication as an opportunity to understand the other. They also see it as an opportunity to correct stereotypes about the other and to correct the other's stereotypes about Algeria. Students referred to stereotypes that relate to cultural behavior and religion. In short, most students had positive perceptions about intercultural communication.

3 Parallel Session 3

3.1 Voicing the global: lived experiences of international students and perspectives on the Global university

Zahra Kemiche, Amina Boudjella & Siham Benzai

This paper builds on collaborative work on developments in globalized higher education (HE) and focuses specifically on the experiences of International students.

Universities, once recognized as centers of piety, learning and thought, are now engines of economic growth. Critics describe HE as the headquarters of the largest investment in the world, where courses and certificates are marketed to massive numbers of International students at the highest prices. This raises issues related to the nature of "Internationalized" HE: service delivery, students' perceptions of this investment, and most importantly, the way they are perceived or the way they think they are perceived by the "Other", notably by International students. "Internationalized" Universities, which misunderstand how International students learn and what they need, fail to take into consideration that international students are not a homogeneous group and cannot be forced into a one-fits-all educational approach (Welikala, 2015).

Our work is based on empirical data collected from International students and first highlights some of the hidden challenges of the relationship between international students and the globalized university. We start with the lived experiences of International students who will read short case studies to highlight the key questions in this context. Then, we will discuss some of the emerging themes from these case studies.

Our analysis of these experiences as powerful, meaningful data leads us to ask a series of provocative questions:

a) Should teachers in the Global university have global teaching and learning experience?
b) How might this impact recruitment, staff, and training?
c) How might Brexit impact on teaching quality?
d) What does Quality mean in the global university?

3.2 Textbook Readability: Is it a Textual Dominance or a Contextual Hindrance?

Sarah Hadjeres

Coursebook has always been one of the focal elements in foreign language teaching and learning research. Listening, speaking, reading and writing are the main skills that construct this medium. Reading seems to be one of the challenging tasks for foreign language learners especially in their first stages of learning the language. Reading in the foreign language may not be established through only knowing the meaning of the frequently used words or through deciphering the collocating relationship between them. It seems to be a systematically sophisticated process that can be mysteriously achieved through working on a set of factors. This paper looks at the readability level of the English textbooks used in the Algerian middle schools. The research will be conducted following a mixed-method using quantitative linguistic measurements and qualitative subjective judgements through conducting interviews with teachers and young readers. Since the researcher is still in the early stages of research, only the theoretical perspectives will be highlighted. Therefore, this paper will stress the role of the 'in text' indices used to make up the reading material taking into consideration legibility, lexical density, conceptual difficulty (word abstractness), grammatical complexity, and sentential organization as well as 'outside text' indices including the background knowledge and the cultural schemata presented in the text. The work intends to gain a good understanding of the relationship between the text and the reader and see how the knowledge of content either fosters or hinders the comprehension process.

3.3 Ideologies in Language: The Use of "Standard" and "non-Standard" English

Ireri Armenta Delgado

Lingua franca English theory accepts the transfer of linguistic and cultural norms of its speakers. However, native and/or Standard English models (British and American) are still favored in ELT as the preferred and ideal models to be adopted by students. This notion denies students' cultural identity and the plurality of the English language. Arguments such as "we don't have time to get involved in cultural discussions" or "everybody should adopt standard English so they [students] can participate in the global sphere" are heard among ELT practitioners. In the same way that Birmingham or Texas accents are perceived as marks of identity by its speakers; non-native speakers, as well as ELT practitioners, need to push for a paradigm shift where local accents are seen not only as normal but desirable. In this way, a cosmopolitan outlook in the appreciation and recognition of the cultural diversity of English users will be achieved.

3.4 Intercultural Competencies within the context of EAP

Kyriaki Koukouraki

With the number of international students wishing to attend an English Medium of Instruction University steadily growing in recent years, the need for preparatory English for Academic Purposes (EAP) classes has correspondingly increased. Students and teachers from different cultural, ethnic, and linguistic backgrounds meet in the EAP classroom to an unprecedented degree. Therefore, this very particular environment requires both students and teachers to develop their respective intercultural skills, in order to successfully communicate with each other while simultaneously minimising instances of miscommunication due to misconceptions, stereotypes, prejudice, and insufficient pragmatic competence. Miscommunication can even result in the breakdown of communication and subsequently severely impede teaching and learning. This presentation aims to highlight some of the key skills that need to be fostered for successful intercultural communication and most importantly the ways in which this can be achieved, as to 'build bridges in uncertain times'.

4 Parallel Session 4

4.1 The Experiences and Perceptions of Algerian PhD Students in the UK towards the Process of Developing Critical Thinking

Thiziri Zidouni

This conference presentation will focus on the initial findings of my ongoing doctoral research study which investigates the experiences and perceptions of a group of Algerian PhD students in one UK university towards the practice of critical thinking in the context of higher education. The aim of the study is to dig into deep details in the experiences of the participants in order to find out about the factors that influence the process of developing themselves as critical thinkers either positively or negatively. To achieve this purpose, I conducted a number of semi-structured interviews with six participants in the first phase of data collection. These audio-recorded interviews were transcribed and analysed. In this presentation, I will report the findings and discuss some of the emerging themes in terms of how they relate to each other and most importantly how they answer my research questions.

4.2 Bringing the world to your classroom through online exchange

William Green

Students in EFL classrooms often have few opportunities to interact with other users of English. Virtual (i.e. online) exchange enables them to participate in a global community. The large-scale virtual exchange reported in this presentation includes over 1500 students from five countries. The project is carried out on a Moodle platform and it is sponsored by the Japanese Ministry of Education.

Students interact online in English as a lingua franca, and exchanges are carried out over eight-week periods. Surveys were administered to participating students before and after one of the eight-week periods in order to gauge changes in students' cultural sensitivity. Benefits of the exchange included increased learner motivation and cultural acclimatization. A survey of participating teachers confirmed the cultural and motivational benefits of the project.

At the end of the presentation details about how to join the virtual exchange will be provided.

4.3 The impact of the Algerian higher education international reform on English language teaching curriculum: expectations vs reality

Souad Boumechaal

In an attempt to internationalize the Algerian higher education (HE) through the adoption of the Bologna system, this paper aims mainly to explore the impact of top/down reform on English language teaching (ELT) curriculum. Taking the social and the institutional context in addition to teachers and learners' perspectives into consideration, in this paper, I will present an analysis of data gathered over three month fieldwork in an English language department at an Algerian university. The identification of initial themes within teachers and learners' interview data along with data from curriculum and materials indicate some discrepancies between the expectations of ELT curriculum developers, teachers' practices and learners' needs. In other words, the promoted approach to ELT curriculum emphasizes learner-centeredness and "competencies and skills useful for the professional world where the use of English is paramount on a national and an international level" (ELT curriculum, 2016). Yet, the current job market in Algeria offers limited options for a massive number of graduate each year. This, thus, shows that bringing international perspectives on the ELT curriculum at the Algerian university level remain a mere ink on paper and a theoretical endeavor that fails to respond to the country's social, politic and economic reality. On a micro classroom level, a further analysis reveals how teachers' choice of native speakers' materials and methodologies might also be underpinned by issues in both the reform and the ELT curriculum as they carry notions which teachers struggle to apply to their classroom practices.

4.4 A Stroll in a Hijabi Closet: Discussing Identities and Othering through Clothing

Nour Elhouda Souleh

This conference presentation will discuss how clothes can be considered as both a statement of Othering and identity. I will be using pictures of my own wardrobe as examples of "the seen and the unseen" part of my identity. I will further focus more on discussing some of "the controversial pieces" of my clothing and shoes through my creative non-fictional accounts. In this part, I will link the controversially seen items to their attributed images on a global scale from music video, fashion blogs, and stand-up comedian's experience. This will explain how some Othering statements can rise from just the appearance of someone which nullifies the identity of the Other.

5 Parallel Session 5

5.1 Cultural Diversity within Teamwork: A Blessing or a Curse

Khadidja Cherguelaine & Salah Eddine Belhenniche

During their first year at university, students who come from different regions, schools as well as social and cultural backgrounds are very likely to be brought together to the same classroom. Serving the aim of preparing students for the workplace, Algerian university curricula increasingly emphasise the development of students' teamwork abilities. Groupwork requires students to interact, communicate, discuss various ideas and, more importantly, collaborate to achieve given tasks both in and outside the classroom. As no two persons are similar, students within the same team might disagree, dislike or even feel offended by a behaviour that a team member exhibits. In this vein, a survey was conducted to investigate the views and experiences of undergraduate students' regarding the effect of cultural diversity on teamwork and how they act and interact to manage culture related tensions. In this presentation, we shall demonstrate and discuss some of the findings of this survey including the ways Algerian undergraduate students perceive cultural diversity, respond to cultural differences and mange communication within groupwork.

5.2 The Latest Development of a Real-world Learning Environment: Digital Kitchen

Jaeuk Park

The constant advancement of modern technology has contributed to the development of pedagogy for language and culture learning in the field of Computer-Assisted Language Learning (CALL) and Human-Computer Interaction (HCI). One of the latest applications is a digital kitchen, a real-world environment where students can learn foreign language, culture and cuisine at the same time through cooking tasks. Given that the majority of studies have used online and virtual environments, the digital kitchen is a hugely significant improvement because it is based on a real-world environment that applied linguists can draw on and adapt by using state-of-the-art technology. This paper, therefore, aims to report on how a normal space of kitchen has been gradually integrated with computer technology to be developed as a learning environment and how the latest development contributes to foreign language and culture learning.

Using interviews and video-observations, this paper found how motivating a digitalized kitchen is and how its technological affordances such as self-organisability can enhance students' foreign language learning. This study supported the development of innovative ICT for language and culture learning across the world as well as the use of a real-world environment for pedagogical purposes. Since the present study reflects on and sees the potentials of the pedagogical development of a normal kitchen, it broadens and widens the possibility of pedagogical applicability for other environments such as local community centers.

5.3 *Analysis of the discourse within Ofsted's annual reports*

Paul Forbes

In this paper I argue that policy achieves the goals of resilience from a neoliberal perspective, but not from a character trait development perspective. My argument is founded on an analysis of the discourse contained within Ofsted's annual reports using van Dijk's (2016) Sociocognitive approach to critical discourse studies and a lens provided by critical race theory. My findings support the notion that membership of the in-group is dependent on the property of whiteness and compliance rather than resilience (McMahon 2007). The analysis presents the notion that policy discourse underpinning the development of resilience is no longer being presented from a neoliberal perspective, but from a populist perspective.
By analysing the reports covering the period 2013 - 2018 I have also been able to consider how different administrations have impacted/influenced policy mediation; and the development of resilience in educationalists and pupils alike.

5.4 *Rebuilding Once Forgotten Bridges: Three Case Studies of Social Infrastructure in Community-led Swimming Pools*

Haynes Collins

This year's conference theme of 'building bridges' allows for a physical interpretation of the term in a consideration of the spaces that allow social interaction to flourish. These spaces can be considered as forms of what Klinenberg (2018) identifies as 'social infrastructure' and examples include libraries, markets and swimming pools/baths where people are encouraged to congregate, linger and interact. These social spaces are vital, but increasingly neglected, underfunded or simply disappearing in what can be seen as a wider neoliberal socio-political shift (for example, Chakarabortty notes that over 130 libraries closed across Britain in 2018). This presentation introduces the second stage of a three-part research project entitled 'An Anthropology of Swimming: Exploring Communication, Identity and Inclusivity in Publicly-Accessible Pools'. This stage focuses on community-led initiatives which have taken over the management of once threatened council-owned swimming pools and through strategies such as drawing on the use of memory, have subsequently helped to strengthen social relations, revitalise the local community and improve the health of the pools' users. I argue that by challenging structural inequalities in society through community initiatives which promote social infrastructure, crucial interaction, which is at the heart of interculturality, can be encouraged.

6 Parallel Session 6

6.1 *Contextualizing Your Research Project*

Ali Shehadeh

One of the basic requirements of any good research project is contextualization. Contextualizing one's research project can take various shapes and forms. First, we contextualize our research project in relation to the relevant literature and past studies. Another way of contextualizing our research is by connecting it to the specific context and setting. The former relates to the specific teaching context like institution and workplace (micro-level), and the latter to the general setting like geographic territory and location (macro-level). A third way of contextualizing research is by connecting it to other disciplines or other settings, that is, emphasizing its interdisciplinary nature or its cross-territorial relevance, respectively.

Using his vast and extensive experience as a published author, reviewer and editor in the Applied Linguistics/TESOL field, the presenter will take the audience along the various paths of contextualizing one's research, using illustrative examples all along, and show how this contextualization lends credibility to our research project and enables others to make sense of it.

6.2 *''But when I'm with the native speaker, I really get stressed, because I know that they know perfectly the language''. Language ideology and the ideal native speaker*

Giuliana Ferri & Viktoria Magne

In the context of multicultural and multilingual speakers of English in Montreal, different attitudes might be expressed towards non-native varieties of English. Employing the theoretical framework of language ideology, and in particular Gramsci's (2005) notion of hegemony, the study aims to illustrate how the ideology of native speakerism (Holliday, 2017) represents the common consensus among the respondents, and informs the assumption of linguistic superiority attributed to native speakers of English. The analysis of data reveals three common themes: native vs non-native English teachers, the perceived superiority of native speakers, and the idealised native speaker of English. The themes offer a narrative of the internalised ideology of native speakerism, intersecting with current studies in multilingual practices in globalised contexts.

The authors suggest that the attributed superiority of native speech creates unrealistic expectations in non-native speakers regarding their own linguistic performance and that this has repercussions for their self-image as English speakers.

6.3 Interculturality in the Media: Building Bridges or Burning Them?

Jacopo Castaldi

At a time of changing geopolitical scenarios and revived nationalisms, what position does the media take in intercultural matters? And how does the audience interpret media text that rely on intercultural content?

The paper uses data from a pilot study to analyse the discourses in an infotainment program and to explore qualitatively the interaction of one research participant with the text. The research uses a Critical Discourse Analysis lens and aims to explore the effects of mass-mediated travel and cultural programs on an audience. The mediation analytical framework that has been designed as part of the project will be introduced and briefly examined before looking at some of the data and discussing some preliminary findings.

The paper aims to contribute to discussions in both Media Studies and Critical Discourse Studies by focusing on the genre of infotainment and by exploring its effects on an audience with regard to intercultural issues.

Saturday Papers

1 Parallel Session 1

1.1 Influence of classroom experience and how teachers develop

Nick Howlett

This paper looks at the influence of classroom experience generally and how teachers develop (or possibly do not develop) their professional abilities according to that experience. It seeks to make contrast between the influence of the above with the influence of initial and on-going teacher training programmes. The area of reflective behaviour is examined as this is seen as an area which is likely to facilitate teachers being able to benefit more fruitfully from their time served in the classroom.

The actual research I carried out for the dissertation involved questionnaires (and follow-up questions) to nine practising teachers with varying amounts of experience.
The findings reveal that most of the teachers in my study consider that experience had had a large influence on them with only one or two questioning the effect of experience. Two experienced teachers believed that the CELTA programme still exerted a strong influence and interestingly these teachers were the only two who had undertaken CELTA already having gained several years' classroom experience.

The study seemed to reveal a lack of structured or deliberate reflection and it was here that a strong possible need was identified for the profession to promote such activities as critical incident analysis and reflection generally.

1.2 "Taught less (thoughtless) Thinking": Harnessing cohesion across children to facilitate learning across differently enabled children self-organising in an intercultural context.

Malola Prasath Thittanimuttam & Mustafa Megrahi

We present an in-vivo engagement of young children acquiring language through informal plays as virtues promoted in the Tamil Sangam Heritage. We introduced the game of chess with a novel "teacher less system" for exercising maximum independence in children within their learning environment and

accommodate role-based play. This innovative approach to improve children's cognitive learning ability, cohesion with children with Disability linked through informal board games. The environment offered an in vivo engagement of local Communities, international communities and parents to scaffold both creative and critical thinking in children. We harness the children's intuition, their learning and proactively engagement to bring cohesion among young children when engaged with vulnerable children in the common interest of play.

Current Design is transitioned for developing (a) Shared contextual programme to engage Disabled Children across African Schools towards peace education (b) Bringing Children volunteers for the Inaugural edition of the "World Chess Championship for Disabled Children, Cardiff 2019" towards International Disability day to present demonstrative system for reducing Cultural shocks that may arise within the shared safe learning environment.

In conclusion, we present the design thinking of such stock of innovation and preliminary outcomes that help us to organise transition for Intercultural Experience of Children Disabled Children who are likely to visit Wales.

1.3 A Linguistic stylistic approach to crime and culture: Megan Abbott's 'The End of Everything'

Reshmi Dutta-Flanders

Why does 'The End of Everything' by Megan Abbott read more as a story of 'sibling rivalry', than about the culture of high school competitive sports in America which affected academic performance over decades? 'Pay-to-play-all-star-teams' are popular for admittance into elite or popular universities in the US. For example, national pay-to-play organizations, such as Pop Warner Football came into being in 1929 .

What is the background to the criminal act in this novel? Why is it I found this to be a story of sexual curiosity and rivalry, where 'boy-girl' Evie is competing with her older sibling Dusty, who is a 'deeply glamorous seventeen' and their father's favourite?

The way suspense is played out in lexical choices (such as the over use of pronoun something) leaves the cause inexplicit, while conceptualises the criminal intent. The question is whether crime is cultural, or simply an act of the individual. A sibling rivalry leads to a suicide in the story. The dichotomy of criminal acts and social factors influencing crime is investigated in the prospective narration that locates the narrator present with its role as a

participant in the past, when anticipating the perpetrator intent in prospection. As a consequence, a 'counterfactual scenario' emerges when the crime-culture nexus is evident. Following the idea of 'double function' for participant position in crime, I show how the theme of competitive sports in this narrative is a phenomenon instead, which is initially understood as a story of sexual rivalry.

This paper examines the way crime fiction incorporates social factors when telling a story of criminal activity.

1.4 Beyond internationalization and integration? Transnationalization as a theory of practice

Malcolm MacDonald

For some time now, in a similacrum of national migration policy, UK universities have promoted a policy of 'integration' to promote a common good for campus life. Recently it has been argued that such policies create a reductive view of student experience (Haynes, 2018) and fail to capture its complexity (Dippold et al, 2019). By contrast, transnationalism addresses the experience of migrants who move from one country to another, but retain strong connections to their original countries. Previously, theories of migration were predicated on either notions of assimilation (aka 'integration') or ethnic pluralism, bounded by a singular nation state and 'culture(s)'. However, a sizeable body of research has now consolidated the view that the migrant experience is no longer amenable to crude binaries of national affiliation (Faist 2016). This paper will propose that, contra 'integration', transnationalization theory also better captures the multi-spatial and multi-layered experience nature of 21st century 'international students'.

2 Parallel Session 2

2.1 Perspectives from the Pacific Rim: Early Language Learning in Alaska

Martine Jago

This study explored the status and future of Tlingit language and culture in Southeast Alaska. In April 2018, the Alaskan Senate passed a resolution asking Governor Bill Walker to recognize a linguistic emergency with regard to the twenty Alaska Native languages. In September 2018, a state of emergency was declared to increase awareness of Alaska Native languages in the media and the education system. Little research has been undertaken in terms of policy

development or analysis of innovation for foreign languages in early schooling (exposure to languages other than English with children in preschools and elementary schools). The purpose of the project was to identify relationships shaping policy and practice and to understand the specific ideology imposed by policy makers on practitioners in the region. What are the challenges facing public schools for the implementation of a regional policy? Salient issues were discussed with pre-service educators and Alaska Native specialists.

2.2 Gender Identity, Representation and Literature: Voicing Women

Samira Bouhelais

Agents such as gender, culture and language will all certainly influence the literary canon. In its relation to literature the question of gender has become a factor that came under focus. feminist literary critics always see in male writings a fabrication of patriarchal chauvinistic fancy. Thus the essence of Female Literature highlights aspects of woman's resentment and oppression that are based on gender bias, and it is considered "as the mode par excellence that female writers have employed to give voice to women's deep-rooted fears about their own powerlessness and imprisonment within patriarchy" as Benjamin A. Brabon, and Stéphanie Genz state. The need to create "new women" entails them to move ahead. The paper attempts to offer an insight into ways of women empowerment and to find as Virginia Woolf pointed "A room of one's own".

2.3 The 'integration' of Chinese students at an internationalizing university in the UK

Yuemeng Tang

This paper focuses on the 'integration' of Chinese students in an internationalizing university in the UK. I will investigate Chinese students' perceptions of integration in a U.K university and their views of U.K university integration policy. I select one UK university as an exploratory case study, and identify two schools within it in order to make a comparison across two different disciplines: one in the social sciences and one in engineering. I interview six participants from each department in order to investigate whether I can generalize about Chinese students on campus and whether 'Chinese students' can be considered as a homogenous group, or whether some think differently about campus integration from others. Through qualitative data analysis, I will consider whether there are any differences between Chinese students from

engineering and social science disciplines regarding their perceptions of integration, and then critically evaluate the positioning of Chinese students within the internationalization policy of U.K. universities.

3   Parallel Session 3

3.1 An Ethnographic Case Study of UK University Teachers Collaboration

Abdelaziz Lounaouci

A collaborative culture milieu appears to become the norm for every learning community (Edmondson, 2013). Within the education realm, teachers who work collaboratively, share expertise, experiences and jointly foster instructional activities with their colleagues have countless of benefits and significant, powerful implications for sustaining continuous teacher professional development. In fact, a wealth of research is conducted on teacher collaboration, its practices and its approaches. However, there is surprisingly little data-based evidence on the nature and quality of teacher collaboration, its influential factors, and teachers perceptions of such collaborative and collegial culture in UK Universities. This paper therefore aims firstly to discuss the degree to which UK University teachers collaborate, cooperate and work together as a learning community. Secondly, to understand the nature and the quality of this collaborative and collegial culture for learning among teachers, and the factors which affect collaboration. Lastly, to explore how UK University teachers perceive and understand the value of collaboration among colleagues.

3.2 Early Childhood Education and Care in Algeria: Ideological Choices

Bochra Tari

The core aim of my research is to voice the ideologies embedded in the early childhood education and care provision and policy in Algeria. This study seeks to understand to what extent the ideologies shape the daily practices of the early years settings. It also tries to understand their effect on the early childhood education provision. Taking an ethnographic perspective, this study employs observations, semi-structured interviews and document analysis. In this presentation, I will shed light on issues surrounding the early childhood education and care in Algeria and discuss the focus of my research.

3.3 Demonstrating struggle to construct and re-construct the 'third space', as potentially exploratory, developmental, creative and bridge-building

Katarzyna Gasiorowska

I will start my paper by explaining my understanding of the 'third space' which is where all: human interactions, reflection and qualitative research within postmodern paradigm, grounded in non-essentialist intercultural theory, take place (Holliday, 2013, 2016, 2018 2019; Zhou & Pilcher 2019).
In the main part I will talk about Autoethnography (bridge-building in itself), within the paradigm above and also grounded in non-essentialist intercultural theory, as the most suitable research method for demonstrating struggle to construct and re-construct the 'third space' as potentially exploratory, developmental, creative and bridge-building (Adams, Holman Jones, Ellis, 2015; Denzin 2014).

Consequently I will consider Autoethnographic scope to interweave the studies of emotions with socio-cultural research. This is because human behaviour, which this research is trying to make sense of, is emotionally motivated according to psychoanalytic and humanistic thinking (Lemma, 2016) which is in turn proved by neuroscience (Gerhardt 2014; Lemma 2016). In this way the 'third space' can hopefully become what it aspires to be.

I will mention the risks and limitations of Autoethnography too and then conclude.

4 Parallel Session 4

4.1 Finding the culturally deCentred that works in research methods

Adrian Holliday

When polarised politics tell us how conflictually different we are to each other, it is all the more important to search for how we can be alike. Getting in the way are Centre structures – not just in the dominant narratives of the West, but in the unexpected and hidden Centre narratives of everyday normality that can put an unaware 'us' in conflict with 'them' newcomers. Building on the concept of blocks and threads, I will look at a PhD research-methods setting to try to get to

the bottom of how excluding it can be, and how being 'foreign' to it can be a very subtle thing and can be seriously excluding. It is not clear what can be done about this. More obviously, putting aside the blocking narratives of essentialist culture is what the Centre can do. But what can those newcomers who just want to get on and moderately succeed do?

5 Parallel Session 5

5.1 Constructing an Understanding of Reflection in Algerian Higher Education: an Exploration of Algerian Teachers' Perceptions

Soumia Boumaza

Reflective practice has always been an important component in teacher education and language teaching programmes. It has always been assigned with different interpretations and this lack of consensus over its meaning reveals the complexity that underlies it. Accordingly, a lot of discussion about the concept suggests that it is very crucial to explore the meanings of reflection in different contexts.
Based on this, this paper aims to explore Algerian teachers' views in relation to the importance and roles of reflection in teaching. To uncover teachers' perceptions, a qualitative methodology will be followed. This will mainly consist of using interviews and some informal discussions with teachers. The findings will help in gaining an understanding of how reflection works in Algerian higher education, as well as, getting some useful insights into the meanings Algerian teachers' provide for reflection and its possible uses in such a context.

5.2 First-Year Seminar: An Effective or Defective Approach to Developing Qatari First-Year Students' Academic Literacy Skills

Abdelhamid Ahmed

Academic literacy skills are needed for students' academic success at college (McWilliams & Allan, 2014). University graduates do not always achieve academic literacy skills (Holder, Jones, Robinson & Krass, 1999). These skills This research paper aimed at identifying first-year Qatari students' academic literacy challenges and exploring students' perspectives of First-Year Seminar (FYS) course on developing their academic literacy skills at a university in Qatar. Informed by social constructivism, the current study adopted a case study

methodology in which students' reflective journals, and semi-structured interviews were used. Forty-nine first-year students completed their reflective journals, and fourteen students were interviewed. Findings revealed the following academic literacy challenges: finding the appropriate resources; writing the different sections of the collaborative research project; developing an argumentative essay based on their selected reading materials; writing the thesis statement and cohesive ties; answering critical reading comprehension questions, and using in-text citation and compiling the references list. However, students' perspectives on First-Year Seminar course were mainly positive. Implications and recommendations are provided.

5.3 *Exploring the Narratives of Mobility and Interculturality in Different Cultural Environments: A longitudinal qualitative study of two mobility programmes*

Ramzi Merabet

In a world where othering is still prevalent "in many aspects of everyday life" (Holliday, 2011) the need to rearticulate research in the field of Intercultural Communication is becoming urgent. The current unprecedented interest in international mobility programs signals a controversy with regards to the approaches implemented to conduct research. A structural-functionalist paradigm which appears to be underpinned by essentialist ideas is increasingly opposed by a constructivist paradigm which appreciates the complexity of culture.

Some research suggests that geographical movement has an impact on individuals' perceptions of themselves and others. Others claim that physical mobility does not necessarily result in intercultural awareness. Amidst this ongoing debate, my research endeavours to explore the narratives of mobility and interculturality that students from two mobility programs produce before, during, and after their stays abroad. It employs a qualitative research approach by means of interviews, focus groups, document analysis and auto-ethnography over a period of one year to explore students' narratives along with my personal trajectory as a mobile person.

6 Parallel Session 6

6.1 *An investigation of Chinese academics' attitudes towards English norms in the UK academic settings.*

XU Yifang

In the UK Higher Education Institutions (HEIs), communications are likely to be undertaken among Non-native English speakers. There are currently over 44% non-UK academic staff who come from various linguistic backgrounds and Chinese academics occupy the largest percentage among them (HESA, 2018). However, few researchers have focused on Chinese academics' language attitudes and experiences. This study aims to explore the attitudes of these key language practitioners towards English language norms; how their attitudes are formed and the influence of their attitudes. Questionnaires from Chinese academics who work in the UK HEIs were collected and analysed through Exploratory Factor Analysis (EFA). Online interviews were conducted and analysed through content analysis. The result indicates a strong native-bound attitude which was influenced by various factors including perceived native and non-native divide; perceived language prestige; their previous language learning experiences; and their academic experiences. Their native-bound attitudes also negatively influenced their psychological states and participation in academic activities.

6.2 *Challenging Mind-Sets: Critically Engaging with an Intercultural Language Course, the Case Study of Algerian EFL Learners*

Abir Drissat

Like many other EFL learners in Algeria, my English language and cultural learning experience failed to bypass a mere acquisition of Anglophone etiquette, cutlery, constitutional monarchy and features of the American dream. EFL in Algeria tends to be dominated by very traditional language-focused pedagogy and the terrain on cultivating EFL learners' intercultural competence remains relatively unexplored. This presentation reports on a PhD project on the development of intercultural awareness within an Algerian EFL context. With reference to data obtained from 10 EFL learners who participated in a 10 weeks learning course centred on intercultural themes such as awareness of one's identity, cultural and ethnic stereotypes as well as issues of racism and prejudice, I will attempt to report on early stages of interview and classroom discourse data

analysis. Findings reveal student groups and individuals rustling with notions of identity threat, fear of ethnic and religious profiling and idealisation of the Western other.