

Cutting Edges 2018 Abstracts

Plenary Papers

Representations of the world in language learning materials: Analysing the diversity of images of the world

Karen Risager
Roskilde University, Denmark

Many learning materials in foreign and second language teaching, and in language studies more generally, are full of cultural representations of all sorts – verbal, visual or in sound: street signs, portraits of people, music videos, documentaries on racism, illustrations of climate change, etc. The representations not confined to target-language countries, such as ‘the anglophone countries’ in the teaching of English. For instance, even when France is in focus in the teaching, it is relevant to include representations of what one could call ‘France in the world’ and ‘the world in France’. All parts of the world are affected by transnational and global processes related to trade, communications, migrations and climate change.

The present lecture draws on my recent book: *Representations of the World in Language Textbooks* (Multilingual Matters 2018), in which I analyse representations of the world in six textbook systems for English, Spanish, French, German, Danish and Esperanto respectively, and discuss these in the context of already existing textbook analyses from all over the world. I am going to present five theoretical perspectives that are widely known in the field of research on culture and society: National studies, citizenship education studies, Cultural studies, postcolonial studies and transnational studies. For each of these perspectives it is possible to list a number of analytical questions that may be used in materials development or in the analysis of the cultural content of already existing materials for the teaching of any language. At a more general level, the questions may be a tool for reflections on the images of the world that are being constructed within language studies.

Developing technology use in English language classrooms: Can I? Should I? Must I? Will I? How? An exploration of Malaysian secondary school English language teachers' perspectives and contexts

Carol Wild
Canterbury Christ Church University

How can technology use be successfully implemented in English language classrooms? Many education systems around the world struggle to achieve ‘normalisation’ of technology use, where the technology itself used in English language classrooms “becomes invisible, serving the needs of the learners and integrated into every teachers’ everyday practice” (Bax, 2003, p27). In this talk I explore some of the barriers and enablers to effective technology use encountered within Malaysian secondary school environments. Implications arising from the findings, such as the importance of context-appropriate technology and of developing communities of practice are suggested as possible ways forward for effective implementation of technology in English language classrooms.

Friday Papers

1 Parallel Session 1

1.1 *Algerian Textbook Evaluation: Cultural and Intercultural Content Integration.*

Ouacila Ait Eldjoudi

Southampton University , UK

This paper aims to evaluate one Algerian textbook in terms of cultural and intercultural content integration. This will allow us to consider the different pedagogical texts, tasks and illustrations. For doing so, the researcher opted for a hybrid method using both qualitative and quantitative content analysis. Moreover, the study aims to provide the extent to which the textbook content is more or less culturally content oriented. Another thing is to examine what are the cultures included in the textbook. This end will result in the extent to which cultural and intercultural communication is present in the textbook content. The study findings reveal that cultural and intercultural content is prevalent in the textbook. This presence is noted in different modalities pictures, texts (e.g., dialogic format tasks) and tasks. However, the present study has not considered the critical assumption behind each modality that is recommended as an area of interest for further researchers in the same field.

1.2 *Representations of Gender and Ethnicity in the EU migration debate: An examination of UK (online) right-wing press*

Alexandra Polyzou & Deanna Demetriou

Canterbury Christ Church University

This paper investigates gendered discourse in online representations and evaluations of Eastern European migrants to the UK. We are looking at the Mail Online, the most popular online newspaper in the UK (comScore.com), during the time period around the lifting of transitional restrictions for Bulgarian and Romanian workers on 1st January 2014. Specifically we have selected articles on the three most prevalent topics discussed online in this time period in relation to Eastern European migration, namely the topics of 'Welfare Tourism', crime and (un)employment.

We argue that it is important to look at immigration discourse from an intersectional perspective, as it is heavily gendered in a number of ways (Wodak, 2015). The analysis consists of identifying gendered discourses focusing discursive features such as the representation of social actors (van Leeuwen, 1996), transitivity (Halliday & Matthiessen, 2004), metaphor (Lakoff and Johnson, 1981/2003) and presupposition. We are also looking at the accompanying In addition, we are looking at the recontextualisation of the discourses in the online articles and their elaboration, endorsement or contestation in the accompanying online comments.

A lot of the discussion on migration is gendered in that masculinity is taken as the norm and discussion about female migrants is marked. Women are focused on mainly as reproductive machines thus evoking nationalist fears about immigrant overpopulation, or as victims of their male compatriots, which is used as an excuse for racist rhetoric towards the 'default male migrant', without necessarily any real concern for the welfare of the women involved. Visuals often represent female migrants as Roma women wearing traditional Roma headscarves, thus othering them further by associating them with an even more stigmatized group.

1.3 World Englishes: “Mexican English”? Challenges Facing the Use of Localized Expressions in the Global Sphere

Ireri Armenta Delgado

University of Guanajuato, Mexico

The status of English in Mexico is that of a foreign language (EFL), or an international language for communication (EIL). As in other countries where English is used as a foreign language, local contexts have given rise to variations which manifest themselves in different forms; these include: lexico-grammatical, phonological or discourse features. This paper discusses the emergence of nativized expressions commonly used by Mexican students as they take ownership of English to express their culture in and through English. Expressions such as ‘que pedo’ [what fart, “how are you?”] or ‘que ondas “compadre”’ [what’s up “compadre”] for greeting, or concepts such as ‘agua fresca’ [fresh water, “flavored water”] or ‘es fresa’ [she’s a strawberry, “snobbish”] are transferred from the native language/culture. Although ELT practitioners recognize this phenomenon as ‘creative’ and even ‘amusing’, they recognize the limitations of using these “Mexican” expressions. In international exchange, students must make use of skills and strategies to mediate and negotiate the meaning of such localized expressions.

2 Parallel Session 2

2.1 An ethnographic study of the identity construction of people engaged in university work who have come from outside the UK: A consideration of the role of language in cultural identity

Amina Kebabi

Canterbury Christ Church University

When looking at identity which is a core concept of who we are, it is necessary to take into consideration what shapes it. Travelling and embracing the new environment is one way of shaping and reconstructing our identities. Based on a qualitative approach I am exploring how far having different cultural backgrounds determine how long-term residents in the UK who are engaged in university work talk and perceive themselves with a consideration of the role of language in looking at their cultural identity.

In order to meet this end, I am using interviews, observation and narratives, as well as my own experience in trying to gain an understanding of the phenomenon.

Because I am at an early stage of data collection, I am going to share some data from the interviews conducted so far. The aim of the presentation is to co-participate in constructing a theoretical framework from the data.

2.2 Communicating Gender in the Algerian EFL textbooks

Djamila Hanifi

Ali LOUNICI - Blida 2- University, Algeria

Communication is achieved through verbal and visual languages. Verbal language is a social product and activity which reflects the social relationships that govern its users; including gender. Images are visual texts which can be read the same way as linguistic texts; simply, because both types are representations of social identities, social realities and social relations. EFL textbooks are instances of multimodal/ multisemiotic discourse made up of linguistic and visual signs. Both types of signs function as ideology makers and social role determiners. Gender is embedded in textbooks which are contexts where social realities, relationships and in/equalities are re-contextualized and re-produced. This paper discusses the different aspects of gender representations in both verbal and visual texts used in the Algerian EFL textbooks. It

adopts Social Semiotic Analysis to examine the texts and images which depict social actors. The analysis will show how gender is communicated in these texts.

2.3 *The heritage speaker; an untapped resource?*

Maria Hussain
University of Leeds

With the current crisis in language provision in the UK (Coleman, 2009), the ever- declining uptake of MFL at H.E and impending BREXIT; valuable language skills are being lost at a time when they should be highly valued and honed. However, heritage speakers of other languages may provide the 'missing link' in plugging this decline in languages uptake in the UK. This presentation seeks to define and discuss the untapped linguistic resource presented in the 'heritage speaker'(Carreira and Kagan, 2017; Cummins, 2005) to explore pragmatic insights into how this resource may be better understood and exploited; in order to facilitate discussion on this *grand challenge* (Hhlas, 2017) facing the field. Ethnographic approaches were taken in the collection of data; focusing on a review of the literature and researcher-led insights both as a school MFL practitioner and as an applied linguist. Findings suggest that with a dynamic curriculum model that addresses both the needs of heritage speakers and furthermore recognises the advanced linguistic profile of this learner community; heightened student motivation to pursue languages beyond matriculation may be realised. It is hoped that further research on this learner demographic can facilitate the redefinition of languages provision for the super-diverse learner contexts of today.

3 Parallel Session 3

3.1 *Culture A, B or C? The Experience of a FutureLearn ODL Module Designer*

Haynes Collins
University of Leeds

It is generally accepted that Open Distance Learning (ODL), in forms such as massive open online courses (MOOCS), has the potential to disrupt (or even revolutionise) higher education. However, opinions as to whether this disruption will be positive or damaging vary given the many competing interests in an ever-more competitive and changing higher education landscape. This presentation revisits my experience designing an ODL module (or MOOC) in intercultural studies in 2017-2018 for the FutureLearn platform and University of Leeds. Several conspicuous issues emerged during the process including whether the ODL platform is incompatible with pedagogical approaches to interculturality and whether criticality can be retained on an ODL platform which invites closure and neatness as opposed to a more dialogic approach. These issues also reflect a larger concern that the disruptive features of ODL courses are a further example of the neoliberal marketisation of higher education. It would be wrong to take an all-encompassing Luddite stance against ODL and digital modules and naïve to imagine a future in higher education which does not include digital tools and variants of ODL. However, a more realistic consideration of the implications of increased ODL in a precarious higher education landscape is needed

3.2 *Applying IRF model to Classroom Interaction: Exploring Gender patterns in Teacher-Student Talk*

Ibitsam Boutemedjet
Canterbury Christ Church University

Whether being aware of it or not, gender is an important aspect of our identity. From the early childhood, different social institutions contribute to the construction of our gender, be it family, schools, or society in general. In this paper the focus will be on the role of schools in gender construction starting from the point of view that classrooms are the microcosms of society. That is, from one hand, what happens inside the classroom may reflect what happens outside in the society. From another hand, the classroom also contributes to the construction of social reality. The focal point, therefore, will be exploring the impact of gender – as a socially constructed aspect of our identities- on classroom interaction.

Based on classroom observation of both male and female teachers, I shall identify gender patterns in teacher- student talk in the Algerian EFL classrooms at the university level. The audio recordings of the classroom observation have been transcribed and quantitatively analysed. Applying discourse analysis approach, the research adapted a version of Sinclair and Coulthard (1975) IRF (Initiation- Response- Follow up) model for classroom discourse analysis which allows for identifying gender related patterns in terms of the amount and type of interaction (male teacher-student talk VS. female teacher- student talk)

3.3 The Social Dynamics in the Construction of the Other

Vihra Barova & Ireri Armenta Delgado

Institute of Ethnology and Folklore Studies - Bulgarian Academy of Sciences & University of Guanajuato, Mexico

This paper discusses the dynamics of the construction of culture. These dynamics can be identified both at a macro level, that is to say, across cultures, and at a micro level within cultures. Essentialist views of "culture" as monolithic entities with fixed values, beliefs and behaviors is a construct that seems to be replicated inside of the small culture formation. Subcultures are contrasted with the so-called norms of mainstream culture, a view which denies the fluidity of culture as a dynamic social construct which can lead to stereotyping and prejudice against persons. This qualitative investigation makes use of critical incidents to explore individuals' perceptions of subcultures and cultural diversity. In the discussion of critical incidents, Bulgarian and Mexican students were seen to relate their own stories to those of the subcultural and foreign Other. The discussion was conducive to acceptance of differences regarding cultural formation and cultural display.

4 Parallel Session 4

4.1 Intercultural Communicative Competence and the changing role of military personnel on missions abroad

Noémia Rodrigues

Universidade Nova de Lisboa /CETAPS, Portugal

The teaching and learning of English strives to keep up with the everyday challenges of an ever-increasing globalized world, namely in specific professional contexts which imply working with transnational teams like our focus research group: military personnel.

It is our goal to acknowledge that military personnel need to have their language skills, competences and training updated to the changing nature of globalized conflicts in order to respond to their new role in the theatres where they are now called to operate and the tasks they are now expected to fulfil. We will present a PhD project analysing the language requirements, their assessment, and suitability to the current language needs of military personnel and how a different approach to language education can be seen (and provided) as a military asset bearing in mind that "In situations of conflict, the outcomes of language interactions can be a matter of life or death".

4.2 Celebrating Subjectivity and Exposing the Masculine Boundaries in Research through Art-Based Research: ‘We Make Your Food’ a Personal Narrative with a Feminist Aspiration

Nour Elhouda Souleh
Canterbury Christ Church University

In this paper, I am planning to discuss the researcher-participant boundaries and the emotional borders that are often widely blurred or unspoken of in the “actual research” product. This kind of relationships is often deemed to be questionable, unprofessional, and is considered as a threat to the quality of the research. Using my ethnographic work in a small fast food restaurant, as the only female cashier for months, I am going to introduce “We Make Your Food”; which is a non-fiction account of my own experience. This personal account is a combination of separate, but interrelated incidences that happened during my work period. I have separated these critical incidences to fit into some particular themes and points of discussion for this paper. This allows me to focus on: (a) depicting the difficulty of the researcher-participant relationship, (b) demonstrating the importance of acknowledging one’s subjectivity, (c) indicating the issues with the research. By doing so, I believe this adds to the value of the qualitative work in general, the richness of the collected material, and the way of viewing it.

4.3 The Erasmus effect revealed

Dina Strong
Birkbeck University of London

Today, student mobility has become a truly widespread phenomenon in Europe and beyond. However, the scholars of applied linguistics appear to have overlooked the individual experiences of mobile European students, predominantly taking interest in measurable outcomes of the stay abroad, such as language acquisition. Although this is an important and often hoped for outcome of study abroad, it does not do justice to the rich nature of student mobility experience, the impact of which reaches far beyond the actual stay. Therefore, by drawing on an empirical qualitative study of interviews with a group of Erasmus students, this paper aims to give insight into their perception of student mobility and resulting personal transformations. It appears that having come into contact with an international community of Europeans, leads Erasmus students to question their representations of self and others in relation to the new physical and social environment, as well as develop new identities, affiliations and alignments.

5 Parallel Session 5

5.1 The Language of Intercultural Competence: Wrestling with concepts and contradictions in a UK university

Trevor Grimshaw
Language & Educational Practices (LEP) Research Cluster, University of Bath

This presentation reports on a recent multiple case study of postgraduate programmes in a UK university. The research sought to uncover tensions and issues between staff and students in terms of the conceptualisation and development of intercultural competence, with a view to developing common understandings and identifying good practice in teaching and learning. Data collection, which was conducted across all four faculties of the university, involved initial and stimulated recall interviews with staff, observation of lectures, and focus group interviews with students. The findings reveal groups and individuals wrestling with the notions of intercultural competence, its associated behaviours, and its apparent contradictions. In particular, the presentation focuses on the language that participants used in order to express

their conceptualisations of intercultural competence. It concludes with implications for the policy and practice of intercultural education in a higher education context.

5.2 'Who's the teacher?'

Sarn Rich

Canterbury Christ Church University

The world over, teachers spend class time asking students questions, and checking and evaluating their answers: teacher initiates, student responds, teacher gives feedback. This discourse pattern and its pedagogic uses and effect have been much discussed; this paper explores what happened in a language class when this teacher's role was handed over to the students themselves - with the teacher taking a back seat - to the students' engagement, their identity as class participants, and their use of English.

5.3 Learning in the Shadows: A Global Phenomenon

Baya Saci

Canterbury Christ Church University

While many researchers are looking at the learning issues related to the main stream education, I chose to take the challenge and look at the learning in the shadows. Shadow education is a global phenomenon defined by Stevenson and Baker (1992) as "a set of educational activities that occur out- side formal schooling and are designed to enhance the student's formal school career". The equivalent terms of this phenomenon differ from country to another. However, private supplementary tutoring is commonly used to refer to such kind of educational activities. Thus, extra classes are delivered by teachers after main stream schooling time and in different school subjects to help students make progress in their studies and prepare well for the examinations. Recently, the phenomenon becomes prevalent (Baker et al., 2001). This prevalence poses a lot of issues regarding its nature, characteristics, and effects in relation to formal schooling.

This presentation which is part of my PhD research which will throw the light on learning and teaching English language as a foreign language in the shadows. Though, this presentation will put emphasis on the different discussions existing in the literature upon the global phenomenon of shadow education.

6 Parallel Session 6

6.1 Reflecting collectively on interculturality: The experience of French foreign language assistants in Mexico

Emily A. Marzin

University of Guanajuato - Open University

This research examines the nature and the significance of Intercultural Competence of Foreign Language Assistants (FLA) in Central Mexico, in a French as a foreign language assistantship programme. This study explores the process of understanding and acquiring intercultural competence encouraged by a periodic, critical and (auto)reflective intervention. A peer-coaching programme (Britton and Anderson, 2010; Parker et al., 2014; Soisangwarn and Wongwanich) was established to guide the FLAs throughout the assistantship to support them reaching personal and professional goals, and to embrace the intercultural perspective of the experience. The literature demonstrates that practitioner-oriented approaches identify problematic areas, develop empathic attitude and provide solutions (Kemmis and Mc Taggart, 1988; McNiff, 2002). The findings of this project, both the quantitative and qualitative aspects, demonstrate that through a constant and personalised peer-coaching programme the assistants have gained

intercultural awareness and acquired abilities in facilitating cultural practices and beliefs to the students.

6.2 What's the point of asking student teachers to reflect?

Kevin Balchin

Canterbury Christ Church University

As a student on teacher education programmes, I was often asked to reflect on my teaching, and now, as a teacher trainer, I find myself asking my own student teachers to do the same. However, it wasn't until recently that I really started to think more deeply about the reflection process and the rationale behind it. In particular, I wondered what student teachers reflect upon, whether what they reflect on changes over the course of the teaching practice element of a teacher education programme, and more generally whether student teachers, particularly weaker student teachers, are given enough guidance on reflection in order to go beyond superficial surface-level reflections. With reference to a group of Malaysian student teachers who undertook a 12-week teaching placement in the final year of their B.Ed. TESL programme, and who were expected to do a great deal of reflection during this teaching placement, this paper addresses the issues raised above, and highlights, among other things, the need for greater levels of guidance before and during the reflection process, and for the process itself to be clearly structured.

Promoting interculturality

6.3 Critical Thinking in Higher Education

Thiziri Zidouni

Canterbury Christ Church University

In recent years, critical thinking received a remarkable attention in the field of education and it is considered as a vital aspect in higher education that aims to create independent and successful citizens in society. The literature on critical thinking has focused broadly on the definition of this concept, however there is still a lack of a clear understanding of what it truly implies. For that reason, students entering the university should attempt to unpack the nature and practices of critical thinking especially in those contexts where it is not taught directly. Therefore, my PhD research project seeks to investigate the academic experiences of Algerian students in relation to the practice of critical thinking during their postgraduate research experience. In more specific terms, I will explore how the university environment and their research experience influenced their constructions and development of what constitutes critical thinking practised and valued in UK universities.

7 Parallel Session 7

7.1 Developing Students' Local Intercultural Communicative Competence through Integrating the Intercultural Dimension in the Oral Expression Syllabus Taught at the Department of English of Batna-2 University

Manel Mizab

Mostéfa Ben Boulaid, Batna-2 University/Algeria

This paper attempts to share experience of designing interculturally-driven oral expression syllabus in order to develop students' Intercultural Communicative Competence (ICC). First, to explore the status quo, the absence of the intercultural dimension in the EFL curriculum in general and in the oral expression syllabus in particular has been ascertained through curriculum analysis and teacher observation. Next, course objectives, content, teaching method and

evaluation mode are all designed on the basis of the principles of interculturality. After that, the syllabus for intercultural teaching/learning is implemented on an experimental group, meanwhile a control group is taught through the actual way of teaching. Results show that the experimental group progressed, in comparison to the control group, at the level of the ICC components (knowledge of the self, knowledge of the other, empathy, curiosity and openness) but one (non-verbal communication) due to teaching the latter in isolation from the verbal patterns of communication.

7.2 *What lessons can the approaches used by Knowledge of London candidates teach us about enhancing the progress of language learners?*

Nick Howlett
Canterbury Christ Church University

This paper establishes some surprising similarities between studying for The Knowledge of London and learning a foreign language as well as confirming that Knowledge students seem to learn items at an astounding rate compared to language learners' acquisition of vocabulary. Investigations of strategies of six Knowledge of London candidates shows that a very disciplined, goal orientated and time bound approach seems to account for much of the knowledge students' outperformance. Evidence is also found in the literature which seems to show language learners struggling to maintain momentum once they have reached intermediate level. A stronger emphasis on deliberate learning techniques was found for Knowledge students and much less reliance on incidental learning compared to language learners. Foremost among the conclusions is that language learners should have a very clear idea of what it takes to gain proficiency in a language, and that many need to adopt a better mix of incidental and deliberate learning strategies. To maintain motivation it is advised that language learners seek a long term study partnership similar to the 'call-over' partner used by knowledge candidates and that time bound targets for achievement in exams such as FCE, CAE, and IELTS could also boost motivation and achievement.

7.3 *Global Perspectives in Student Dialogue: Spiralling Towards Critical Cosmopolitanism*

Ireri Armenta Delgado & Haynes Collins
Universidad de Guanajuato, Mexico and University of Leeds

This paper explores dialogue in the form of email exchanges between students from the University of Guanajuato and University of Leeds. These discussions, involving students who have experience of studying and living abroad, challenged some of the usual discourses and the familiar tropes which are associated with mobility and intercultural contact such as encounters between 'culture x and culture y' and concomitant 'culture shock'. The dialogue, which began with the students sharing critical incidents, grew into multidimensional discussions where critical incidents were springboards for deeper iterative engagement and, at times, humorous and critical analysis of both local and global micro and macro cultural practices. In this presentation we focus on one specific set of exchanges between two participants whose discussion flowed and spiralled into considerations of multiple contexts which resisted the need to seek closure or a single and final answer to the complexity of culture. This highlights the students' ability to engage with complexity through the development of a critical cosmopolitan perspective and a growing reflexive and ethical consciousness which expressed a personal connection and concern for the local and global.

Saturday Papers

8 Parallel Session 8

8.1 Promoting interculturality in foreign language teaching through the use of proverbs

Kyriaki Koukouraki

King's College, London

Education should promote interculturality and raise awareness for cultural diversity, while more specifically, foreign language teaching should not only aim at learners achieving a high degree of linguistic competence but also of pragmatic and subsequently sociolinguistic competences (Bachman, 1982) which mirror the different cultures of the respective languages.

Paraphrasing Sir Francis Bacon 'The genius, wit, and spirit of a nation can be discovered by their proverbs' we believe that proverbs can serve as the tool *par excellence* for drawing students' attention to the multifacetedness of languages and their cultures.

This presentation will focus on the linguistic, structural and cultural comparison of proverbs from different languages and different cultural backgrounds (English, German, and Greek), paying special attention on those proverbs that share the same message but are expressed through different images (A. Dundes 1975), thus showing how the same concepts or values are "translated" into different images mirroring the different worldview and philosophy of the language under examination.

8.2 An imperial relic or preparation for global society: the implications of English-medium schools in Kerala, South India

Simon Hoult

Canterbury Christ Church University

In this paper we consider the post/neocolonial implications to society of English Medium Schools in Kerala, South India, where the teaching and learning is almost entirely conducted using English. The English language has a well-charted and contentious colonial past in India, to which we can add the potential neo-colonial dimension to the contemporary use of English through its global business use. However, seventy-plus years after independence , to argue that the English language is a colonial barrier to Kerala's development seems essentialist, and rather we argue there are other pedagogical and curriculum colonial relics within English medium education that inhibit students' learning in the globalised era within which we live.

8.3 Queer Students and their EFL Classrooms: Revealing What Goes on beyond the Closed Doors

Warangrut Duangsaeng

Faculty of Liberal Arts, Mahidol University, Thailand

This qualitative study is conducted to identify the perceptions queer students have toward their English as a foreign language (EFL) classrooms in terms of teachers, students and their colleagues, subject matters, and environment. Altogether, 12 queer students in one Thai university participated in the study; data were gathered through interviews, classroom observations, journal reflections, and written documents. The researcher's analysis of her data revealed the participants' mixed feelings toward their EFL classrooms. Some participants felt that some EFL teachers treated them fairly while some acknowledged a gap between the teachers and the students. The majority of non-queer students were in general friendly toward

them whereas some laughed at them. The content in their textbooks was overall mundane, out-of-date, and contained no queer-related issues. The participants had distinct perceptions toward their environment. While they commonly found their classrooms queer friendly; a few participants noted that they felt unsafe in the university.

9 Parallel Session 9

9.1 *Dialogism and Intercultural Communication: From the local to the global and vice versa*

Amina Douidi

University of Southampton

There is a general agreement among intercultural researchers that Intercultural Communication in Education needs to be dialogic, experiential and learner-centred. This paper discusses the dialogic dimension of English textbooks used in a Spanish and Algerian secondary schools. The rationale for investigating case studies in an African country and a European one is due to the fact that the theoretical discussions and most conceptualisations in the field have been approached from Eurocentric perspectives. Therefore, investigating dialogism as articulated in locally-published English textbooks from a qualitative lens is aimed to provide a better understanding of the local or regional intercultural ideology and situate it within the global discussions of Intercultural Education. The preliminary analysis of the data shows that there is a real effort from textbook designers to provide opportunities for interaction and dialogue in the classroom. However the intercultural potential of those interactions is not emphasised enough, given the fact that the learning outcomes are mainly language-oriented. In addition, despite making reference to a wide range of diverse cultural resources, one textbook tends to focus on the local and its place and role in the global sphere while the other textbook focuses on the global and its impact on the local.

9.2 *Teacher Certainty: A Tale of Foreign Language Teachers*

Kornkamon Pratakjai

Faculty of Liberal Arts, Mahidol University, Thailand

Literature in the realm of general education has extensively emphasized the relationships between school culture, teacher certainty, and teacher instructional practice. Given this, the researcher of the present study conducts a systematic review to attest to the existence of such the phenomena in the field of foreign language (FL) education. The review affirms the reciprocal relationships among these three factors. That is, school culture determines the extent to which FL teachers are certain (or uncertain) with themselves. The certainty that FL teachers have of themselves in turns affect what the teachers decide to do or not to do in their classrooms. That is, the FL teachers who are in a certain/non-routine environment endorse and promote interactions within their classrooms. Meanwhile interactions in the classrooms of the FL teachers in an uncertain/routine environment were little (or almost non-existent).

9.3 *Critical Discourse Studies and Hegemony – A Gramscian Approach*

Jacopo Castaldi

Canterbury Christ Church University

The concept of hegemony has often been called upon in the Critical Discourse Studies (CDS) literature, but primarily with the view that any discourse that attempts to represent dominant ideologies as natural or commonsensical is hegemonical (Machin and Mayr 2012: 24; Wodak and Meyer, 2016: 9).

In order to gain a clearer understanding of the concept of hegemony and to make it methodologically and theoretically applicable to the CDS enterprise, this paper looks at Gramsci's conceptualization of hegemony and investigates two key aspects: the purpose of hegemonic discourse and how this is produced or reproduced. Firstly, it is argued that hegemony, as a socio-political concept, is neither negative nor positive. Secondly, it is suggested that discourses, from a Gramscian perspective, can only be categorised as hegemonic if they are produced by the civil, rather than political, society. Thirdly, while acknowledging the importance of analysing political discourses and genres, it is proposed that the analysis of mass mediated popular genres should be prioritised in order to understand how contemporary hegemony works.

10 Parallel Session 10

10.1 Developing intercultural competences in pre-service teacher training: Erasmus+ teaching traineeships in the United Kingdom for Slovene students of English

Monika Kavalir

Univerza v Ljubljani / University of Ljubljana, Slovenia

In recent years the Department of English at the University of Ljubljana has made it possible for its students to undertake teacher traineeships at partner schools in the United Kingdom. The basic tenet of the project is to enable the students to simultaneously approach their professional field from two perspectives, both through practising their teaching skills and by further improving their knowledge of the language and culture. Using students' reports from the first two generations, the paper shows that this project can serve as an example of good practice in promoting internationalization and acquisition of intercultural competences, especially in terms of bidirectional cultural interaction and the integration of immigrants into the school and social environment.

10.2 International Foundation Programme Students' perceptions of applying to study in the UK

Chloe Courtenay

Centre for English & World Languages, University of Kent

Country of Origin Effects (COO) (Aichner, 2014) and push-pull factors (Mazzarol and Soutar, 2002) are two concepts that help explain international student recruitment. The UK has historically enjoyed positive COO effects and strong pull factors, making it an attractive destination for overseas study because of educational prestige and wide acceptance of UK qualifications. However, increasingly stringent UKVI restrictions, alongside the increasing attractiveness of competing destinations could negate the UK COO effect. My research investigates whether IFP students agreed with this perception.

This session outlines feedback from IFP students identifying their pre-conceived perceptions of the UK as a study destination. The literature indicates a negative impact on student perceptions of UKVI restrictions but my research findings suggest that IFP students did not take these into account when making their choices. My aim was to ascertain why, and how this might aid recruitment on the IFP.