International Conference on Student-led Research and Innovation in Arts, Humanities & Social Sciences (ICRI-HASS'23)
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ABSTRACTS

STRAND: LANGUAGE AND LINGUISTICS

Raghav Venkatesh
University of the West of Scotland, UK
Beyond the Binary: Transcending the Native Speaker Construct in English Language Teaching

Few constructs in English language teaching (ELT) enjoy the primacy of the native speaker. The glorification of native English-speaking teachers (NESTs), who are widely considered ideal linguistic models and preeminent language teachers, and the marginalization of non-native English-speaking teachers (NNESTs) is designated as 'native speakerism', which typically manifests through stereotypical perceptions of and discriminatory practices against NNESTs. It is broadly understood that native speakerism has no pedagogical basis and as such its persistence constitutes a challenge to equality and professionalism in TESOL. This presentation reports on a qualitative study using semi-structured interviews with four ELT professionals in an attempt to conceptualize, analyse and transcend the native speaker construct. Findings delve into the complexity of identity, significance of culture, alteration of speech, pigeonholing of teachers, marketization of ELT and naturalization of hierarchy. It is argued, inter alia, that hybrid rather than binary identities should characterize the future of TESOL, language teaching should be divested of native cultural signification, teaching materials should be consciously produced to reflect a greater variety of non-native speech, and teacher training programmes should incorporate critical pedagogy to empower NNESTs. A future that moves beyond the binary and towards professional equality by eschewing the native/non-native labels is contemplated.

Nur Afreena Mohammad Ishak
National University of Malaysia
Spoken Standard Malaysian English in Malaysian Secondary Schools: Unveiling the Views of Malaysian English Teachers

The field of English Language Teaching (ELT) has seen a slow but sure shift in recent years; one in which multiple English varieties from various countries are being accepted into the educational sphere and used as a model for English language teaching and learning. Malaysia is one such country with a standard English variety of its own (Standard Malaysian English, hereon referred to as SMalE) but the usage of the local standard variety in Malaysian secondary schools is still an enigma. This proposed study shall uncover the views of Malaysian English teachers on SMalE in terms of its acceptability in national and international spheres, and how their views affect their teaching pedagogy of speaking skills and if these views have any impact on how their students' speaking skills are assessed. Data shall be garnered qualitatively from a sample of five Malaysian English teachers through an in-depth, semi-structured interview, observation sessions, and document analysis. The proposed study is hoped to yield an insightful understanding of how SMalE is currently perceived in the Malaysian educational field and provide an interesting look into how this perceivement may or may not affect teaching practices and student assessments.

Victoria Hansly
Swansea University, UK
Threatening and Warning Speech Acts: A Contrastive Pragmatics Study of Dominican Spanish and American English

The present study examines threats and warnings in speech among Dominican speakers of Spanish and American speakers of English. The study employed a spoken discourse completion task (DCT), following the approach used by Nelson et al., (2002). The collected data was then coded and analyzed with consideration to the study's research questions; investigating which warning/threatening strategies are used most commonly by Dominican Spanish and American English Speakers, the similarities and differences in the rates of usage of indirectness strategies among the participant groups, and examined the relationship between the politeness parameters in a given situation and the level of indirectness in threats among both participant groups. The key finding from the study was that Dominican Spanish speakers produce threats and warnings with a higher level of directness than American speakers. Findings suggest that Dominican Spanish speakers and American English speakers employ mostly similar strategies when producing a threat or warning, with both groups most commonly employing the strategy of offering reason. However, the Dominican Spanish group displayed overall higher levels of directness than the American English participants.

Khaoula Daoudi
University of Limerick, Ireland
Can DDL be the outbreak of autonomous language learning: insights from English teachers

'Every Student a Sherlock Holmes' is how Johns (1997. P.22) described learners while discovering authentic examples of reals life language use, known as "Corpora". Students are, in a sense, detectives of the language, actively searching for patterns to deduce the rules and patterns of language use. This paper explores the theoretical framework underlying Data-Driven Learning (DDL) and autonomous learning and presents teachers' perceptions of the impact of corpus tools on students' independence, engagement, and active learning. The research is a small-scale case study of Algerian ESP teachers who have undergone a short-term course designed by the researcher on the use of corpus tools in the teaching of specialised lexis. The training covered lots of different areas, but this presentation will only uncover teachers' insights in terms of the benefit of DDL in increasing learners' autonomy. Such data was gathered from a post course questionnaire and a semi-structured interview. Thematic analysis revealed an overall enthusiasm towards the method, with teachers pinpointing a positive impact on learners' autonomy by promoting a learner-centred approach to language teaching and empowering learners to take control of their own learning process. Such insights would promote a wider implementation of DDL as a student-centred teaching method.

Sihui He
South China Normal University
Translating Culture, Bridging Communities: The Role of English in the Linguistic Landscape of Guangdong Museum

This article adopts a sociolinguistic perspective to investigate the linguistic landscapes in the Guangdong Museum, located in Guangzhou, China, with an emphasis on how English serves as a bridge for language and cultural gaps. The study focuses on the local perception and the evolving nature of English semiotic resources within the museum. Data were gathered from various sources, including digital images of displayed texts, questionnaires, and interviews with both visitors and staff members. The findings reveal that, despite the predominance of Chinese, a significant presence of English can be observed in the Guangdong Museum, providing essential tourist information and public services to international visitors, thereby bridging language and cultural barriers. By combining qualitative interviews with quantitative statistical analysis, this research approach offers a means to comprehend English language display as dynamic social practices from both temporal and spatial perspectives. The study suggests that the prevalence and distribution of English within the Guangdong Museum result from a combination of influences, including market forces, the initial linguascape, and government policies, which all contribute to shaping the linguistic landscape and its role in bridging language and cultural gaps.

STRAND: CONTEMPORARY ARTS

Mingkuo Li and Danyang Li
Lancaster University, UK

Shojo Vocalization: How JoJo's Bizarre Adventure and Cheating Allowed modified the visual KITTEN metaphor in contemporary Japanese anime?

Since the increase in Otaku (お宅) consumption and the popularization of Kawaii (可愛い) and Moe (萌え) aesthetics in Japan around the 1990s, Shojo (少女) has become one of the most appealing and most profitable types of screen image in the contemporary anime industry. Nevertheless, behind the prosperity, these animated representations of adorable Shojo characters usually follow the conceptual metaphor: SEXUALLY ATTRACTIVE FEMALES ARE KITTENS, through which cognitive mechanism the Shojo characters are objectified as adorable pets or even sexual tools depriving of human intellect. Through examining the visual representation of Shojo characters in two recently released anime series, JoJo's Bizarre Adventure: Stone Ocean (2022) and Cheating Allowed (2018), this study suggests the mainstream Shojo metaphorical model in Japanese anime industry can be subverted through the androgynization/de-sexualization of female bodies and the direct and exaggerated presentation of female sexual desire. The findings indicate the 'new' Shojo images with anti-orthodox features empowered female characters with human subjectivity and identity. However, this disorder of the patriarchy-dominated anime industry would be still temporary and end up absorbing the 'alternative ones' into mainstream aesthetics again. The study adds new mappings to the traditional conceptual metaphor to break the predicament of the muted Shojo characters as the 'other' that is welcomed by the anime market..

Kingsley Akam
Lancaster University, UK

Women Filmmakers and The Unheard Voices: The Typification of Afrocentric Colonialism in three Nollywood Films

This paper contends that female filmmakers have offered a nuance dramatisation of Afrocentric colonial practices in Nigerian cinema in echoing the unheard voices of the oppressed through the instrument of film. It examines the preoccupation of social realism and socio-political ideology depicted in Ema Edosio's The Governor (2016), Kemi Adetiba's King of Boys (2018) and Omoli Oboli's Love is War (2019). This essay suggests that Nigerian women filmmakers have thematic and visual representation of Afrocentric Colonial attributes and Corruption Codification in the select films. It further unravels the methods and strategies used by women through African feminism approaches of self-realisation, communality, cooperativity, and supportability. These films reveal ideological sameness and differentiation of feudal politicians desperate to remain in power or to get into political offices through physical and psychological killing of the citizens. The argument of this paper is drawn from the postcolonial concepts of neo-colonialism (Nkrumah, 1965) and prebendalism (Joseph, 1978). The paper adopts Mikhail Bakhtin's Dialogic theory to illustrate how the voices of the citizens are oppressed by the Afrocentric colonialists (corrupt politicians). I argue that these practices have lent hand in the prevailing issues of underdevelopment, systemic corruption, electoral manipulation, and bad governance in Nigeria as typified on screen. The essay maintains that film is a vital medium for societal reflection and influential agent for decolonialisation of the audience reasonings and a vehicle for making unheard voices heard.

Rania Khelifa Chelihi
English Language Studies, Malaysia

Female Traditional Stereotypes; Patriarchy, Marriage in George Orwell's Burmese Days

George Orwell has been widely glorified for his decency, based on his political view of democratic socialism. However, this vision can be confirmed, only if his preoccupation with masculinity power, traditional gender roles, and consistently stigmatizing depiction of women is decisively ignored. Most of the existing literature on his works focuses on his political views, and gender issues are mostly left untouched. Therefore, this paper discusses

the traditional female stereotypes in his novel Burmese Days (1934) from a feminist perspective. In this study, female characters will be studied under the light of the feminist pioneers' perspectives: Simone de Beauvoir, Sylvia Walby and bell hooks exploring the concepts of traditional female stereotypes. The study aims to highlight the inferiority and surfing of women under gender stereotypes by studying the female characters in the selected novel. Moreover, this paper pays more attention to the experiences of women from different backgrounds in patriarchal societies, which eventually lead to their sexual harassment (physical and verbal). The study's significance is to demonstrate twentieth-century British society's social and political context concerning women's roles and identities. Besides, it shows how women are mistreated under patriarchal societies until nowadays .The findings revealed that the relationships in the novel's patriarchal societies are unequal, whereby male characters are the oppressors, and female characters are the persecuted. This is a stereotypic ideology, which holds highly damaging effects on women in both literature and society.

Zoe Crombie
Lancaster University, UK
Little Mermaids: The Transcultural Mythologies of Ponyo
Though Studio Ghibli have produced several adaptations of European texts, Ponyo(Miyazaki, 2008) is simultaneously based on the most famous source – Hans Christian Andersen's 'The Little Mermaid' – and recognised the least as a version of this story. In this paper, I will discuss how director Hayao Miyazaki's personal artistic goals and Japanese heritage influenced the reinterpretation of this story, politically and thematically as well as aesthetically. I will then explore how this inherently destabilises Western notions of storytelling with regards to patriarchal narratives and representations of gender, particularly in the context of other adaptations such as Disney'sThe Little Mermaid (Musker and Clements, 1989).

Rui Qian
Lancaster University, UK
The Hidden Voice: The Representation of Migrant Workers in Chinese Cinema
Chinese migrant worker refers to a group of people who migrated inner the country from under-developed rural areas to economically developed cities. The emergence of Chinese migrant workers strongly links to the process of China's urbanization and modernization process since the 1990s, and it caused many social issues in contemporary China, such as gender and class inequality issues, left-behind children and their self-identity issues so on. There are more than 300 million migrant workers in China, and their voices always be hidden in mainstream media. In terms of this, many Chinese sixth-generation film directors pay attention to the 'migrant workers rush' phenomenon and represent this marginalized group on screen. Deeply influenced by French New Wave and Italian neorealism, they believe that films should take responsibility to concentrate on the bottom class's daily reality and let their voices be heard. My presentation will take three Jia Zhangke's films as case studies, named The World (2004), Still Life（2006）, and 24 City（2008）, and focus on the cinematography, mise-en-scene and narrative to discuss the representation, misrepresentation, and under-representation of migrant workers, as well as China's class inequality issues in Chinese cinema.

Natalie-Jane Howard
Lancaster University, UK
Transformative or tedious? Digital micro-learning and lecturer professional identity and agency

Situated in the context of prolific professional development interventions across international higher education, this presentation discusses digital micro-learning. While digital micro-learning has been heralded as offering a less intrusive, granular and engaging approach to professional development, there is a paucity of qualitative studies in this domain. Seeking to bridge this gap, semi-structured interviews with lecturers in a Middle East college yielded a rich description of the situated learning experiences of the participants. Applying a socio-cultural lens, the thematic analysis revealed the barriers and drivers of engagement in digital micro-learning and how these aspects relate to educators' agency and the negotiation of their professional identities. Course accessibility advantages, valuable reflexive opportunities and successful practice shifts act as drivers to engagement and reify identities. Meanwhile, impediments to digital micro-learning which also constrain agency and identity development include forced learning compliance, restricted peer collaboration and misalignment between faculty and institutional interests.

Ying Deng
South China Normal University
Exploring Novice Primary School EFL Teachers' Perceptions about the Adoption and Integration of CALL

To encourage the successful adoption and integration of CALL in primary school students' EFL classroom, exploring novice teachers' perceptions of the use of related technologies should be highlighted. The purpose of this study was to ascribe the influencing factors to external and internal perspectives and to describe the process of how teachers employ CALL-related tools in language teaching and how they deal with the possible challenges. Interview data was collected from two novice primary school English teachers in China. The findings revealed that external factors at technological, institutional and environmental levels as well as internal factors at teacher level greatly impact teachers' perception about CALL, which therefore influence the actual practices of adoption and integration of CALL. Suggestions are provided to encourage more in-depth studies on the implementation of technology in language teaching and learning.

Sangeeth Ramalingam
National University of Malaysia
Exploring Learners' Qualitative Perspective on their Willingness to Communicate in ESL Communicative Blended Learning Classroom

Sustainable Development Goal 4 (SDG 4) aims at achieving quality higher education, and good verbal communication is crucial in attaining this goal. Nevertheless, verbal communication problems, particularly lack of willingness to communicate, still exist among ESL tertiary learners in blended learning classrooms. This study aims to explore learners' qualitative perspectives on their willingness to communicate in ESL communicative blended learning classrooms. As this study used a qualitative research method, ten ESL learners were selected from a tertiary institution using purposive sampling to participate during the data collection procedure. They were required to participate in semi-structured interviews and requested to prepare written accounts about their experiences regarding the phenomenon investigated in the study. Three key significant and interesting themes such as feelings, ways of engaging in communicative activities in blended learning, and reasons for willingness to communicate were revealed based on the thematic data analysis. The findings of this study are deemed significant for ESL curriculum designers and educators. Meaningful inputs from the informants can be used as recommendations for a better communicative blended learning implementation in ESL classrooms to enhance the willingness to communicate among ESL learners, thus achieving the nation's SDG objective.

Ke Wu
Wenzhou-Kean University, China
Futuristic Education: Utilizing ChatGPT as a Support Learning Tool

The study aims to investigate public perceptions of ChatGPT use in Wenzhou-Kean University (WKU) educational programs and how using ChatGPT affects reading comprehension. It utilized the technology acceptance model and connective learning theory as its theoretical foundation. This research employed mixed methods to identify prevalent issues with ChatGPT use on the university campus and suggested inclusive education initiatives to support a secure and productive learning environment for WKU students. The study used a pretest-intervention-posttest framework to investigate the impact of ChatGPT on reading comprehension. The sample consists of 200 students and 22 professors from WKU, selected using a practical sampling technique. The findings indicate that most students hold positive or neutral views of ChatGPT, and using ChatGPT did not have a measurable impact on the students' reading abilities. Overall, this research is essential as it explores the potential of AI technology in education and its impact on student learning. It contributes to the growing body of literature on the use of AI in education, and its findings can inform WKU's decision-making process regarding the integration of ChatGPT in educational programs. Although the experiment's sample size is limited, the results provide valuable insights for future research in this field.

Nur Syafiqah Yaccob
National University of Malaysia
Cultural Learning using Video Clips in English as a Second Language Lessons

The advancement of technology, digital, and virtual learning in today's education sphere aids the cultural teaching and learning process. Technology-based learning in language education is part of the movement toward achieving Quality Education in the Sustainable Development Goals (SDGs), for example, by exposing learners to authentic cultural issues through digital or video clips in lessons. Effective language learning refers to the acquisition of linguistic skills and the understanding of content and culture. Therefore, digital learning through video clips is a relevant approach to enhancing students' cultural learning in English as a Second Language (ESL) lessons. This study investigated the perceptions of forty-five ESL secondary school learners about using video clips in culture-related lessons. A survey questionnaire was employed to gather the ESL learners' perceptions, and the collected data was analyzed using SPSS. The quantitative data show optimistic perceptions from learners, who mostly agreed that using video clips helped them learn cultural content more meaningfully. The ESL learners expressed positive perceptions of understanding the cultures of other countries through watching videos about them. The study's findings contributed to the significance of using video clips to increase learners' understanding and motivation for learning cultural topics in English lessons.

STRAND: PSYCHOLOGY

Christine Howling
Lancaster University, UK
Need for Security: the driving force behind the "missing men's" autonomy and relatedness seeking behaviours

Seeking to understand the reasons behind the reverse gender gap at tertiary level, an emerging trend worldwide, this research provides a nuanced understanding of the "missing men" in the UAE while demonstrating the capacity of the theoretical framework of master narratives to integrate literature and theories from the diverse range of disciplines to which the findings pertained. Employing a social constructionist grounded theory design and a responsive interviewing technique, the findings suggest that patterns of male participation are affected by a combination of the country's demographic situation, socioeconomic history, and evolving sociocultural practices. A master narrative framed in terms of autonomy and relatedness, imbued with patriarchy, was seen to be of particular importance in the research context. Adding to the existing body of knowledge on psychological needs, I contend that a need for security is the driving force behind these young men's autonomy and relatedness seeking behaviours. Framing the model in terms of psychological needs encourages looking beneath the surface of young men's educational attitudes and choices, opening up the discussion on masculinities and "undressing patriarchy" to provide deeper insight as to the underlying drivers, while allowing for similarities to be drawn between different environments despite variances in outward behaviour.

Michelle Ho
Sunway University, Malaysia
The Influence of Perceived Attractiveness on Perceived Trustworthiness and Perceived Intelligence Across 3 Age Groups

Perceptions of attractiveness can influence perceptions of other personality traits, which may in turn influence behaviour and decision-making in interpersonal relationships. While there has been much research on this topic in school-going children and adults, there is a lack of research on pre-school aged children. This study aims to compare the influence of perceived attractiveness on perceived trustworthiness and perceived intelligence across three age groups (5 to 6, 8 to 9, and 18 to 30) to observe if these perspectives differ from a developmental perspective. The study will also examine if there are other-race effects (ORE) for attractiveness, trustworthiness, and intelligence. Purposive sampling will be used to recruit 30 Malaysian Chinese participants per age group for a total of 90 participants. The study is an experimental mixed-design study. Dynamic facial stimuli will be used, in the form of video clips of Malaysian Chinese (6 male, 6 female) and Malaysian Malay (6 male, 6 female) faces. Participants will complete their ratings of the 24 faces for each of the 3 blocks: attractiveness, trustworthiness, and intelligence. The rating scales will be five-point Likert scales (represented by circles of increasing sizes) which have been developed for the present study.

Jingyu Wu
Wenzhou-Kean University, China
The Influence of Social Labelling on Human Communication

Labelization has always been a major social phenomenon hidden in interpersonal communication. However, in recent years, the mode of labeling has changed a lot. In addition, researchers found that people's understanding of social labelling is not enough through consulting a large number of literatures. In order to understand the cognition of this generation, this study aims to explore the cognition that may affect people's perception of social labeling, explore the impact of social labeling on individuals' love values in seeking spouses, and explore how social labeling affects people's search for love. This paper adopts quantitative method. This research takes 100 students from Wenzhou Kean University as the research

object, using simple random sampling and online questionnaire survey, and taking sampling as the analysis basis. In the research, we can find that the cognition of labeling phenomenon has an impact on people's love values to a certain extent. People are more inclined to use labeling behavior to evaluate others. The first impression will play a labeling role in people's love values, and there is uncertainty between labeling behavior and labeling cognition. In addition, the social labeling behavior of young students is more significant.

Bi Yuan
National University of Malaysia
From Knowing to Doing: A Meta-behavior Perspective in Education

The application of metacognition in education has received extensive research worldwide, with metacognitive knowledge and strategies being identified, and related teaching skills being developed. Inspiring study results show that the promotion of metacognition has wholescale and long-term effects on students' academic performance, social adaptiveness, as well as their general cognition development. But with all these progresses being made, how metacognition leads to behavior remains unsettled. This uncertainty is critical for most education contexts, in which students often overestimate how much control they have over their behaviors. To close this gap between metacognition and behavior, some researchers suggest forming a two-level model of metacognition by adding a meta-metacognition level, while others have introduced associated frameworks like meta-motivation and meta-emotion.The current study proposal takes an integrated meta-behavior perspective, specifically targeting behavior-relating thinking. Autobiography, interviews, and structured questionnaires will be developed and applied. Data will be collected from middle school students in Malaysia. By investigating the types and domains of students' meta-behavior knowledge and stages of the meta-behavioral process, key elements and critical linking are hoped to be found. We believe that meta-behavior is the bridge between metacognition and explicit behavior, at both practical and theoretical levels.

Geok Har Yong
Sunway University, Malaysia
Parents' and Teachers' Reporting of Children's Social-Emotional Development in East Malaysia

Multi-informant reporting provides health professionals with comprehensive insights into a child's behaviour across various contexts. It is particularly useful in countries such as Malaysia, where parents are often working full-time and children spent time in early childhood educational settings. We examined the differences between parent/caregiver and teacher reports of the social-emotional development of children with typical development (TD) and children with developmental disabilities (DD) in Sibu and Kapit, East Malaysia. Parents/caregivers and the classroom teachers of TD and DD children aged 4 to 8 years completed the Strength and Difficulties Questionnaire (SDQ), either in hardcopy or online in either English, Mandarin, or Malay language. The participants were recruited from kindergartens, schools, hospitals, clinics, and early intervention centres. Responses were received from 526 parents and 164 classroom teachers. Parents reported higher scores than teachers for TD children on hyperactivity and prosocial scores. Teachers reported higher scores than parents on the peer problems subscale for TD children. For the conduct problems subscale, only teachers significantly reported higher scores on DD children than TD children. There were no significant differences in parent and teacher-report on the emotional problem subscales for either TD or DD children. These findings support the importance of multi-informant in understanding children's behaviour.

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