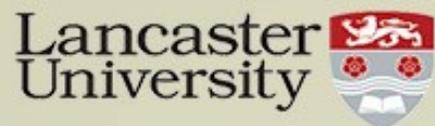


Linguistics and  
English Language



14<sup>th</sup> Annual  
**Lancaster Postgraduate Conference in  
Linguistics and Language Teaching**

Thursday, 11 July 2019

14<sup>th</sup> Annual  
**Lancaster Postgraduate Conference in  
Linguistics and Language Teaching**

<b>Registration Opens</b> Outside BLN - Marcus Merriman LT	<b>8:30-9:15</b>
<b>Welcome Speech</b> BLN - Marcus Merriman LT	<b>9:15-9:30</b>
<b>Plenary Presentation</b> BLN - Marcus Merriman LT	<b>9:30-10:30</b>
<b>Coffee/Tea Break</b> County Bar	<b>10:30-11:00</b>
<b>Concurrent Sessions</b> Seminar Rooms	<b>11:00-13:00</b>
<b>Lunch</b> County Bar	<b>13:00-14:00</b>
<b>Plenary Presentation</b> BLN - Marcus Merriman LT	<b>14:00-15:00</b>
<b>Coffee/Tea Break</b> County Bar	<b>15:00-15:30</b>
<b>Concurrent Sessions</b> Seminar Rooms	<b>15:30-17:30</b>

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**Venue**

Lancaster University, Lancaster, UK

## Plenary Presentation

9:30-10:30

BLN – Marcus Merriman LT

Professor Uta Papen – Lancaster University

## Concurrent Sessions

11:00-13:00

### Session A: Corpus Linguistics

Bowland North Seminar Room 11

11:00

Assessing the vitality of two endangered languages:  
A corpus-based analysis of Sardinian and Maori.

Gianni Onnis – Alma Mater Studiorum, Università di Bologna

The corpus-based analysis of RIS and NZE newspaper language aims to test the vitality of two endangered languages, Sardinian and Maori. After a contextualisation of their contact with Italian and English respectively, the study shows how each endangered minority language lives within the majority language with which it shares its territory.

11:30

The Linguistic Features that Help Fake News Spread.

William Dance – Lancaster University

Using the most-shared and least-shared articles from a range of fake news websites, this paper investigates if the linguistic features of fake news articles affects their social media success. It finds that thematic diversity, quantifications and evidence-based language were all more frequent in successful fake news than unsuccessful fake news.

12:00

Red Pills, Deep States and the Far Right – Analysing  
[De]legitimised Discourses on Gab.

Alex Christiansen – Lancaster University

I present the results of the first large-scale corpus linguistic study of the ‘free speech’ social media website Gab.ai, highlighting the recurrence of racist and antisemitic sentiments and the systematic derision of more moderate or progressive points of view.

12:30

Localized English in Globalized World: How Indigenised  
can English be in the Free World?

Sadia Ali – University of Birmingham

This paper will provide an analysis of linguistic variation in English newspaper reportage of two South Asian countries, India and Nepal, and compare it with British newspaper reportage. The purpose is to explore the differences and similarities between Englishes used in a formerly colonized country (India) and a country which never remained the part of British Empire (Nepal) in comparison with British English.

## Session B: Sociolinguistics

Bowland North Seminar Room 12

11:00

### Perceptions of North East Scottish Speech: macro-versus micro-regional identity.

Dawn Leslie – University of Aberdeen

Utilising an adapted version of Preston's (1999) five-point approach, this perceptual dialectological study is focused on the North East of Scotland – an area of significant linguistic interest. This paper will present the findings of this research, exploring evolving language attitudes and issues of regional identity construction.

11:30

### Ideological Evaluation of Consequences of Practicing Hybrid Bangla.

A R M Mostafizar Raham – National University of Singapore (NUS)

English is the need of the hour and no one can deny it. But in today's society, students are less successful in its learning writing skills. Now it is necessary to find out the reasons of students' lack of interest in their English classroom. Motivation is an internal or external desire in people which increases their interest to learn a second language to achieve a goal.

12:00

### Regional Variation in Articulation Rate of Spontaneous Speech: A Study of Five UK Localities.

Luke Carroll – Lancaster University

Regional variation in prosodic features (e.g. speech tempo) remains understudied for British English despite it forming a fundamental part of forensic speaker comparison practices. Articulation rate (AR) data is reported for five UK localities in this first-time account of the effect of locality on AR for spontaneous British English speech.

12:30

### Long Term and Recent Multilingual Repertoires in Contact: The Case of Cagliari.

Igor Deiana – Università per Stranieri di Perugia

Starting with some general considerations on the multilingual Sardinian repertoire, by the data collected by a survey carried in Cagliari (city characterised for a wide variety of languages, dialects and cultures), the presenter details how the long term and the recent multilingualism meet up, complement each other and evolve.

## Session C: Language Pedagogy I

Bowland North Seminar Room 13

11:00

### First Language Practices of Language Teachers Working in Turkish Primary Schools.

Serdar Tekin – Aston University

Teachers' amount and functions of L1 use as well as their motives for employing L1 in English classes in Turkish primary schools are investigated in a qualitative way in this research. Analysis of the data reveals interesting findings which will be elaborated in the presentation.

11:30

### The Italian pronunciation of English - the case of English word final /ŋ/.

Elena Campobassi – Alma Mater Studiorum – Università di Bologna

This study investigates the reasons for the Italian native speaking learner's rendition of English word final /ŋ/ by analysing 22 students by means of a sociolinguistic questionnaire and text reading. It is claimed that the correct production of English /ŋ/ implies the acquisition of its distributional patterns within the word.

12:00

### Investigation of EFL Teachers' and Learners' Views and Use of English Textbook: The Case Study of Algerian Secondary Schools.

Nour El Houda Bouacha – Regent's University London

The little attention attributed to the area of textbook use sparked the motive to investigate how Algerian teachers and learners' view and use their English textbooks. In the presentation, I will delve into a detailed explanation of this phenomenon and present to the audience an overall analysis of the fieldwork's experience.

12:30

### Unobtrusive input enhancement and incidental learning of L2 formulaic language.

Ilaria Borro – University of Portsmouth

The study addresses input flood and input enhancement effectiveness for the learning and acquisition of L2 multi-word units. Results from offline and online (self-paced reading) tests show a stronger effect of more noticeable treatments on explicit knowledge, while the most implicit treatment results in durable implicit knowledge.

## Session D: Critical Discourse Studies

Bowland North Seminar Room 14

11:00

**Didactic contradiction or discourse heritage? A discourse analysis of foreign language textbooks in Japan.**

Martina Ronci – Université Paris Descartes

This study, conducted within the theoretical and methodological framework of foreign language teaching and discourse analysis, investigates the connections between FL textbooks and Japanese national policies for FL teaching, as well as the discursive representations they convey of the students and the world.

11:30

**Intercultural Health Communication of IPDs and Medical Practitioners' in northern Nigeria.**

Abigail Izang Ambi – Lancaster University

The paper examines the interactional strategies employed during medical consultation in a multilingual internally displaced persons' camp in northern Nigeria and how it affects effective communication. Method of data collection include: audio recording, semi-structured interview, and observed-recorded fieldnotes. The methodologies employed are conversational analysis and linguistic ethnography.

12:00

**Cooperation and control: analysis of departures from prescribed debate turn-taking formula in an American presidential campaign debate.**

Rebecca Haymore – University of Nottingham

Political debates create an atmosphere of talk that is a mixture of participants' practised scripts and improvisation. The presenter details the turn-taking strategies employed by the debate participants to both maintain and disregard the institutional constraints of debate format in order to either cooperate or establish control.

12:30

**National Identity and Discourse Space.**

Josie Ryan – Bangor University

The study uses Discourse Space Theory (Chilton 2004) and Cognitive Discourse Analysis (Tenbrink 2015) methods to identify patterns in how individuals discursively represent their concept of national identity.

## **Plenary Presentation** **14:00-15:00**

BLN – Marcus Merriman LT

Professor Elena Semino – Lancaster University

## **Concurrent Sessions** **15:30-17:30**

### **Session E: Language, Cognition and Communication**

Bowland North Seminar Room 12

15:30

**Emergent leadership and sports: exploring the case of a leaderless basketball team.**

Anastasia Stavridou – University of Warwick

The study aims to make three main contributions: i) to explore the concept of emergent leadership, ii) to investigate the discourse of sports, with a particular focus on leadership instances, and iii) to explore a largely under-researched context, namely a 'leaderless' basketball team.

16:00

**Visuospatial working memory in bilinguals, monolinguals, and chimpanzees: who has the advantage?**

Nadine Charanek – Lancaster University

If language poses pressure on our cognitive abilities such as working memory, then bilinguals will likely perform worse than monolinguals on linguistic and nonlinguistic working memory tasks. However, if they

perform better, then they are likely at an advantage. But, how do they fair against chimpanzees?

16:30

**Motivation for Learning Writing Skills in Public Sector Schools: A Survey.**

Muhammad Safdar Bhatti - The IUB

English is the need of the hour and no one can deny it. But in today's society, students are less successful in its learning writing skills. Now it is necessary to find out the reasons of students' lack of interest in their English classroom. Motivation is an internal or external desire in people which increases their interest to learn a second language to achieve a goal.

## Session F: Language Pedagogy II

Bowland North Seminar Room 13

15:30

### Effects of In-class Online Collaboration on EFL Learners' Writing Quality and Process.

Dhaifallah Alzahrani – Newcastle University

This is a quasi-experimental study that is aimed to examine the in-class online collaborative writing output, followed by a small-scale qualitative multimodal (inter)action analysis to investigate the writing process. It scrutinises the effect of OCW on EFL students' writing output in terms of complexity and accuracy in addition to investigating learners' engagement in the writing process.

16:00

### The Role of the Teacher in Managing Collaboration in Synchronous Online Collaborative Language Learning: A Multimodal Analysis.

Ali Alghamdi – Newcastle University

This study aims to examine how teachers' practices to manage learners' transgression, participation and initiatives in synchronous online collaborative language learning settings. It uses multimodal interaction analysis to analyse video recordings of online sessions on Zoom platform. The study will contribute to understanding how teachers handle these problems.

16:30

### A Review Paper: Challenges in Teaching and Learning English in Thai Deaf Students.

Natdanai Subin – Mahidol University

Teaching and learning English in Thai deaf students are hindered, resulting in underachievement in English language study. Nevertheless, there are very limited numbers of research and studies regarding potential causes of this issue. This review article aims to discuss problems in Thai context through descriptive revision of previous research.

17:00

### English Language Teaching with Artificial Intelligence.

Yurou Song – University of St Andrews

This study analyzes the factors that influence the attitudes of English teachers towards the application of AI-based software and present how their attitudes are changed and enhanced. It studies the role of English teachers in AI-based class with different students. Suggestions are given to teachers and administrators.

## Session G: Pragmatics & Literacy Studies

Bowland North Seminar Room 14

15:30

Evaluations of Mock Impoliteness in a Chinese Online Talk Show: Insights from Audiences' Metapragmatic Comments in the Form of Danmaku.

Shengnan Liu – Lancaster University

This paper examines the evaluations of mock impoliteness in a Chinese talk show drawing on insights from a valuable resource of audiences' comments-Danmaku. The analysis of the audiences' metapragmatic comments also sheds light on the second-order definition of mock impoliteness from a first-order understanding.

16:00

Dynamic Resonance, Timing, and impoliteness of Interruptions in Chinese Everyday Conversations.

Yingnian Tao – Lancaster University

This study using the CALLHOME Mandarin Chinese corpus explores resonance and timing in interruption turns in order to investigate (im)politeness representation in naturally occurring conversations. Three resonance formulae are proposed: addition ( $X \rightarrow X+Y$ ), substitution ( $X \rightarrow X'$ ), fusion ( $X+Y+\dots+(N) \rightarrow T$ ) as well as timing in three conditions.

16:30

Diffraction mapping of the spatio-temporal dynamics of reflective practices in management and creative disciplines within the UK higher education.

Ilham Tigane – Lancaster University

This presentation showcases initial findings from my PhD research project which is a multiple ethnographic case study examining high-stakes reflective practices in creative and management disciplines within a UK higher education institution to advance a relationist, socially inclusive theory of reflection.

## Abstracts

### The Role of the Teacher in Managing Collaboration in Synchronous Online Collaborative Language Learning: A Multimodal Analysis.

Ali Alghamdi – Newcastle University

The study of interaction in online collaborative language learning is well established and has been examined by many researchers. A major emphasis in the previous literature was placed on patterns of interaction and collaboration using different analytical tools such as discourse analysis and content analysis. However, little attention has been paid on the multimodal analysis of how teachers manage and sustain collaboration in such settings. The current study using a multimodal inter(action) analysis (Norris, 2004) perspective aims to bridge this gap by analysing video recordings of teachers' screens while working to manage OCLL sessions on Zoom where students work on problem-solving tasks. The study seeks to examine how teachers handle a number of interactional problems related to online collaborative language learning sessions. These problems are managing learners' transgressions, managing learners' participation, and managing learners' initiatives. The study is expected to provide deep insights on language teachers' practices in managing online collaborative learning sessions. It is also expected that the study will provide recommendations for teachers' training programs to prepare them to manage online collaborative learning platforms.

### Localized English in Globalized World: How Indigenised can English be in the Free World?

Sadia Ali – University of Birmingham

This paper is a corpus based analysis of English newspaper reportage of two South Asian countries, India and Nepal, and their comparison with British newspaper reportage. It aims at analysing how the language of newspaper reportage of India and Nepal is different from or similar to that of British newspaper reportage. For this purpose, a specialised corpus was developed and analysed with reference to the five textual dimensions introduced by Biber (1988 & 2006). The objectives of this study are to analyse the linguistic variation among the print media and the sub-categories of the selected countries and to see which English resembles the British English. In order to achieve these objectives, three English newspapers from each country will be selected for the compilation of corpus for the present study. The sub-categories of newspaper reportage, selected for this research are crime reportage, political reportage and sports reportage. Biber's (1988) Multidimensional modal which is a methodological approach that applies multivariate statistical techniques to the investigation of linguistic variation will be used as theoretical framework for the study. This research is significant as there is no study which attempted to find out the differences and similarities between Englishes used in a formerly colonized country and a country which never remained the part of British Empire.

## Effects of In-class Online Collaboration on EFL Learners' Writing Quality and Process.

Dhaifallah Alzahrani – Newcastle University

The purpose of this study is to explore the effectiveness of using in-class online collaborative writing OCW tools in improving EFL students' writing quality and process. The present quasi experimental study is aimed at answering the two overarching questions: (a) what effects will in-class OCW have on students' final output quality compared to collaborative writing CW, and b) how do learners engage in the writing process in both contexts? The current study will be the first of its kind, by providing empirical evidence of the effectiveness of OCW for EFL learners through exploring both the quality of the final output and the writing process in the two models (OCW and CW). It will form a new research direction by probing the effectiveness of online collaboration in large classes, incorporating both quantitative and qualitative data to offer robust evidence about the benefits of in-class online collaboration. Additionally, it will link the quality of the final outputs produced by learners with the types of collaboration that take place during the writing process. This could provide answers to the standing questions about the effectiveness of having learners interacting in a face-to-face setting with the use of online tools and other mediational means, in addition to providing a deeper understanding of the mediational means that support collaboration in such a setting. Furthermore, this study is expected to provide many pedagogical implications. As informed by Storch's (2013) appeal to educational policymakers to step back and reconceptualise classroom teaching, thinking about utilising the affordances of new literacies in the digital era has become inevitable. The findings may inspire EFL instructors to adopt innovative forms of digital literacy and consequently empower EFL learners with these new forms for online mediated collaboration.

## Motivation for Learning Writing Skills in Public Sector Schools: A Survey.

Muhammad Safdar Bhatti – The IUB

English is being learnt and used all over the world. It has become a Lingua Franca and a language of greater opportunities. It also exercises a great influence on the elite class of the country. Its knowledge is a successful passport for employment. Both the oral and written skills are essential for learning a language. The role of second language is somewhat difficult with respect to grammar rules, punctuation, idioms and structure of sentence. As writing is a productive skill and its main concern is to give an insight about grammatical rules and composition writing. Motivation is something which is directly related with behavior. It is a hunger which figures out a certain work and does accordingly. So in learning a second language writing skills if one keeps determination in one hand the other hand should be filled with motivation. It is like the necessity of having both hydrogen and oxygen molecules in forming water deficiency of any of which will hamper it. Without motivation learners cannot learn a second language. Motivation makes purposes clearly visible. Learning a different language is very challenging but if the learner has internal desire to learn any language, he can do well. The current study was designed to compel the teachers to use more motivational techniques in their English language classrooms to make their students more attentive. The study was developed under the framework of qualitative research approach and conducted a survey among the secondary level students of Bahawalpur region. A sample of two hundred students and fifty teachers was taken from Govt. S.D H/S, Bahawalpur. A questionnaire was used to collect the data from the respondents. Data collected was analyzed. The researcher's conclusion with suggestions and recommendations was also summed up at the end of the study.

## Unobtrusive input enhancement and incidental learning of L2 formulaic language.

Ilaria Borro – University of Portsmouth

The present study seeks to provide a theoretical and experimental basis for pedagogical techniques capable of resulting in incidental learning of multi-word units, which are recognized as constituting a problematic dimension of L2 acquisition. Previous research has demonstrated the effectiveness of bimodal exposure for the incidental learning of collocations (Webb et al 2013). However, the nature (implicit or explicit) of the knowledge gained through incidental learning has not been investigated (Rebuschat 2013). Moreover, incidental learning is typically slow, which is a relevant limitation for language courses. This study aims to determine whether input enhancement is capable of speeding up detection of new collocations, as well as which kinds of enhancement are most effective (Long 2017).

52 Chinese learners of Italian L2 were exposed to reading-while-listening to a 4600-word graded reader including seven occurrences of each of the 10 target items. Unknown idioms made up of known words were chosen as targets. Participants were randomly assigned to five groups: four experimental groups received (i) visual, (ii) aural, (iii) visual + aural enhancement of the first two occurrences of the target idioms or (iv) the same treatment with no enhancement. A control group performed only the tests with no treatment.

Learning was assessed through offline (form and meaning recall and recognition) and online (self-paced reading) tests. Debriefing interviews indicated participants' level of consciousness at the point of learning and checked for awareness of the enhancement devices.

Immediate posttests results showed both implicit and explicit learning with no significant differences among experimental groups. Delayed posttests highlighted a stronger effect of more noticeable treatments (visual enhancement) on explicit knowledge, whereas the most implicit treatment (no enhancement) was more effective for the retention of implicit sensitivity. According to the stimulated recall outcomes, visual enhancement was likely to raise the subjects' consciousness above the awareness threshold.

## Investigation of EFL Teachers' and Learners' Views and Use of English Textbook: The Case Study of Algerian Secondary Schools.

Nour El Houda Bouacha – Regent's University London

Despite the recent technological advances, teaching materials in general and textbooks, in particular, still constitute the backbone for English language teaching. An example of this vital role is played in the Algerian classrooms where textbooks are considered the main pillars of English language teaching and learning. However, it is fundamental to note that there is little empirical research on how textbooks are used and exploited in the classroom and how their users- teachers and learners- react and respond to them. Therefore, the present research aims to fill in the gap within the existing literature by investigating how Algerian secondary school teachers and learners view and use their English textbook inside and outside the classroom. This study is an interpretive enquiry from a critical lens, as besides exploring the ways teachers and learners view and use their English textbooks, it also seeks to highlight their role as decision makers involved in the development and evaluation processes, voicing their views and perspectives, and raising their awareness in relation to the textbook they use routinely in their classroom. In order to achieve these aims, a convergent mixed method design is adopted whereby both quantitative and qualitative data are gathered and subsequently merged, yielding triangulation to enhance the reliability of the findings. Questionnaires administered to both teachers and learners are used to establish base-line evidence about teachers' and learners' views, while classroom observation followed by interviews (semi-structured interviews with teachers and focus-groups interviews with learners) are used in order to investigate teachers' and learners' use of the textbook and their practices inside and outside the classroom.

## The Italian pronunciation of English - the case of English word final /ŋ/.

Elena Campobassi – Alma Mater Studiorum, Università di Bologna

The Italian native speaking learner's substitution of English word final /ŋ/ with either consonant cluster /ŋg/ and vowel paragoge featuring /ə/ (Bronis, 2016) or /n/ (D'Eugenio, 1982: 92) is phonemically relevant (D'Eugenio, 1982: 92; Gimson, 1989: 258). Despite holding some scholars' interest (Canepari, 1979; D'Eugenio, 1982; Gimson, 1989; Bronis, 2016), the Italian erroneous production of English word final /ŋ/ lacks consistent explanation. Therefore, this study investigates the nature, frequency and reasons for the Italian-speaking learner's rendition of this English phoneme at word end. The data were elicited from 22 Italian students featuring a B2 English level. Their characteristics regarding EFL and their rendition of English /ŋ/ were analysed through a sociolinguistic questionnaire and the reading of a passage featuring cases of word final /ŋ/, respectively. The integration of the data divided the sample into two groups. One (17 participants) includes students showing homogeneous characteristics regarding length of stay abroad as well as pronunciation. They featured an influence from Italian into English on both a segmental and suprasegmental level. Segmentally, they encountered both phonemic and phonetic problems regarding vowel quality (100%) and consonants (95%), spelling problems due to Italian orthographic interference (95%), phonetic problems regarding vowel quantity (91%) and the phonemic problem regarding word final /ŋ/ (95%). Suprasegmental problems regarded intonation (91%) and distribution of single word stress (82%). The second group (5 participants) includes students featuring longer periods of stay abroad and additional pronunciation features distinguishing them from the main sample and from each other. One student, born and raised in Germany for 12 years, correctly pronounced English word final /ŋ/ since in German this phoneme can occur at word end (Collins & Mees, 2013: 234; Canepari, 1979: 263). The different distributional patterns of English /ŋ/ and Italian [ŋ] within the word affected the students' pronunciation. Accordingly, it is claimed that the existence of the same sound in two languages is not sufficient for its correct production if this is not accompanied by identical distributional patterns.

## Regional Variation in Articulation Rate of Spontaneous Speech: A Study of Five UK Localities.

Luke Carroll – Lancaster University

There remains a significant imbalance with regards to the amount of research dedicated to regional variation of British English with the study of segmental features (e.g. vowels) by far outweighing research into the variation of prosodic features (e.g. speech tempo). Establishing what the UK-wide distribution looks like for these prosodic features is useful as these features form a fundamental part of forensic speaker comparison practices with 93% of forensic experts reporting that they analyse speech tempo as part of their examinations (Gold & French 2011).

Previous studies have documented differences in articulation rate (AR) between different dialects of English from outside the UK (Jacewicz et al. 2010); however, there is currently little literature on regional variation of AR for British English. Instead, prior research has focussed on documenting the differences between read speech and spontaneous speech for one language variety (e.g. Lee & Doherty 2017). One recent study (Parkinson 2017) investigated regional variation in AR across different English localities using read speech and concluded that geographical region had no significant effect on AR. Given the differences in AR attested between read speech and spontaneous speech, could it be that regional differences are apparent within the UK when spontaneous speech is analysed?

This study examines the AR of 30 speakers from five localities within the UK: Belfast, Hull, Liverpool, Stoke-on-Trent and South Wales. The study analysed 10 utterances of between 10-20 syllables of fluent, well-formed speech per speaker (Hewlett & Rendall 1998) using data from the BBC Listening Project corpus - a collection of studio-quality spontaneous speech made up of intimate conversations between friends and relatives from across the UK. At present, this is the first study to utilise this corpus for prosodic research and the first to investigate the effect of locality on AR within the UK for spontaneous speech.

## Visuospatial working memory in bilinguals, monolinguals, and chimpanzees: who has the advantage?

Nadine Charanek – Lancaster University

The human brain has always been the subject of controversy and a lot of researchers have sought to resolve this by looking at the cognitive abilities of chimpanzees especially working memory. Professor Matsuzawa (e.g. 2007, 2009, 2012) has shown that chimpanzees outperform humans in a short-term memory hold task of 9 Arabic numerals that requires visual and spatial processing at 210ms leading to the Cognitive Trade-Off hypothesis- language sets us back. On the other side of the fence, however, some sought to show the superiority of cognition due to language especially in bilingual advantage studies. In my research, I aim to bring these two views together by looking at the visuospatial working memory of bilinguals and monolinguals in two tasks (linguistically coded through Arabic numerals and non-linguistically coded through abstract symbols) and compare their performance to that of the chimpanzees in Matsuzawa's study. We hypothesize that if bilinguals perform badly or worse than monolinguals, then this will confirm Matsuzawa's theory of language adding pressure to our memory; however, if bilinguals perform better, this will likely confirm the bilingual advantage.

## Red Pills, Deep States and the Far Right – Analysing [De]legitimised Discourses on Gab.

Alex Christiansen – Lancaster University

Previous work assessing the threat of White supremacist nationalism concluded that one of the primary inhibitors of growth in the movement has been the failure to advance to a phase of 'post-awakening' (Berger 2016: 25) in which members are further radicalised on a wider scale. The reason, as surmised by Berger (ibid.), is that White nationalism and far right activity is too fragmented and lacks a singular communal space. Social media have now provided that space (Koppelman 2019).

The presentation focuses on findings made in a broad-scale analysis of the most prevalent, supported and derided discourses present on the 'free speech website' Gab.ai; a place which by many has come to be known as the far right equivalent to Twitter. As Twitter and Facebook grow more restrictive, Gab functions as a new site for analysis, having grown dramatically since its founding in 2016, with a user-base of 800,000 within only two years, including groups such as the English Defence League.

Using a critical corpus linguistic approach, the study examines a corpus consisting of all posts made on Gab between its creation in 2016 and the beginning of the study in 2017. The results highlight how a recurring discourse of surrounding 'free speech' is particularly concerned with the importance of allowing 'hate speech' including racist and antisemitic sentiments and conspiracy theories such as 'white genocide'. Additionally, recurrent keywords in the most downvoted sentiments show that the community delegitimises sentiments calling for free speech in a broader sense, including for groups such as 'Antifa' and movements such as 'Black Lives Matter'.

The presentation serves as both an examination of Gab as a space consisting of multiple communities of discourse and as an argument for using Gab in future studies of radicalisation and recruitment practices amongst people connected to the far right.

## The Linguistic Features that Help Fake News Spread.

William Dance – Lancaster University

Described as a “disinformation crisis” (UNESCO, 2018), we currently face a global media landscape where news consumers increasingly favour alternative online news sources, many of which who publish intentionally spurious content to deceive readers.

This study sought to investigate the linguistic features that help the spread of fake news, intentionally factually incorrect news that is published to deceive and misinform its reader. Using social media shares as a metric for success, successful and unsuccessful online fake news articles are compared in order to discern if there are linguistic characteristics that are unique to successful fake news.

While research into the impact of fake news (Allcott and Gentzkow, 2017) as well as the demographics most likely to share fake news (Guess et al., 2018) have yielded interesting findings, the effect of linguistic features on the success of fake news on social media has not been investigated.

Using a specialised dataset of verified-as-false news articles, the online tool Wmatrix was used to run metrics on lexical, syntactic and semantic aspects of the fake news texts to identify the linguistic elements that were statistically key to each. The results were then codified into a taxonomy of strategies of deception and manipulation in fake news. The usage and distribution patterns of the lexical and semantic elements were then explored qualitatively through a framework of computer-mediated deception and manipulation, a novel field that draws on critical discourse studies (CDA/S), computer-mediated discourse analysis (CMDA), and pragmatics. This second stage of analysis helped to discern why certain linguistic features impact the success of an article.

By exploring what makes a fake news article successful on social media, insights can be gained into what motivates people to read and share fake news and can help us understand what makes fake news so attractive in the modern era.

## Long term and recent multilingual repertoires in contact: the case of Cagliari.

Igor Deiana – Università per Stranieri di Perugia

That globalisation and migration are two important phenomena is clear. Taking into consideration how they have changed the way we live, think and speak, it is interesting to focus on how they have influenced some already long-term multilingual societies as the Sardinian one.

By an analysis of the Cagliari case, this session aims to outline how the long term and the recent multilingualism meet up, complement each other and evolve. In fact, by its wide varieties of languages, dialects and cultures, the city of Cagliari is a valid example of the multilingual and multicultural dimension of Sardinia. On the one hand, it is possible to observe a long term multilingualism: the one that has been studied for a long time and that concerns the relation between Italian (and its sub-varieties), Sardinian (and its sub-varieties) and the other historical languages present both in some areas of the island and (in spite of a different distribution) also in Cagliari (Tabarchino, Catalan, Sassarese and Gallurese). On the other hand, there is the development of a recent multilingualism linked with the migration flows developed gradually since 80's and more intensely in the last decade. Nowadays, walking through the streets of the city we can see people with their long-term or recent multilingual repertoires interacting and communicating daily.

Using data from a recent survey and some pieces of research, I will critically reflect on:

- how, in which ways and in which measure the long-term multilingualism has evolved in the last decades: has the relation between the historical languages of the island changed?
- the features of the recent multilingualism: despite the heterogeneity of the speakers is it possible to draft some profiles?
- how the long term and the recent multilingual repertoires influence each other's: is it a unilateral or bilateral process?

## Cooperation and control: analysis of departures from prescribed debate turn-taking formula in an American presidential campaign debate.

Rebecca Haymore – University of Nottingham

Political debates create an atmosphere of talk that is a mixture of participants' practised scripts and improvisation. Conversational analysis has traditionally been used in the context of informal conversation. All interactions, both institutional and informal, involve some method of turn-taking organisation (Sacks et al, 1974). However, institutional platforms require specific rules for turn-taking not found in ordinary conversation, which in turn shapes the participation. If normativity of a system could be established by departures from the constraints of system, then 'we are justified in establishing a distinctive turn-taking system' (Heritage, 1998: 8). The data is comprised of a political debate in which the order of turns is controlled by the moderator (IR). Yet, as the debate turns argumentative, the participants in the data are shown to disregard the constraints prescribed by the debate and apply turn allocation techniques associated with informal conversation (Sacks et al, 1974). Most interruptions are not truly hostile in nature (Elrich, Meyerhoff, and Holmes, 2004). However, when interruptions are used in a formal debate where the moderator pre-determines turns in a turn-type preallocation system (Heritage, 2008), these self-selected turns and interruptions can be interpreted as displays of domination and control. Activities such as debates follow specific conventions which 'determine who has acted "appropriately" or "normally" or not, and this in society can, indeed, be a type of winning and losing' (Gee, 2014: 5). The study explores when interruptions are used to control the conversation and, conversely, where cooperative talk are employed to reinstate the debate's prescribed restrictions. Thus, this study analyses the strategies employed by participants of similar political views to depart from and return to the debate formula in order to control the conversation.

## Intercultural Health Communication of IPDs and Medical Practitioners' in northern Nigeria.

Abigail Izang Ambi – Lancaster University

The paper seeks to examine intercultural health communication between internally displaced persons (IDPs) and medical practitioners (MPs) in northern Nigeria. There has been a major increase in the number of IDPs, particularly in northern Nigeria due to activities of a terrorist organization (Boko Haram) and the perennial farmers' herdsman crises. While the latter has been argued to persist due to encroaching desertification and shrinking of the Chad basin, the former has unclear causes. There are also instances of humanitarian crises due to natural occurrences (flood and drought). It is unlikely that the rising number of IDPs camps will abate. With an increase in the population of IDPs, health care will be compromised given the deplorable nature of "temporary shelter" individuals are usually subjected to. Also, the influx of IDPs creates a community with unshared linguistic codes who are in constant interaction with the MPs and health rescue teams. There is need therefore to understand the mechanisms or strategies to foster interactions at the micro level of consultation between IPDs and MPs and how this can be applied at the macro level of the society. The overriding question is how does linguistic choice and social pattern of health communication in IDPs camp in northern Nigeria affect effective communication? Hence, qualitative techniques were used for data collection through audio recordings of medical consultation, semi-structured interview and observed recorded field notes. Linguistic methodologies of Conversation analysis (CA) and ethnography were used to analyse interactional resources such as repair, boundaries, frames and framing in the interactions of IDPs and MPs during medical consultations. Preliminary findings reveal that lack of props, language barrier, ignorance and inadequate documentation of patients' information are some major challenge that hinders effective communication for improved healthcare.

## Perceptions of North East Scottish Speech: macro-versus micro-regional identity.

Dawn Leslie – University of Aberdeen

Perceptual dialectology is the study of how ‘normal people’ – i.e. non-linguists – perceive language variation. The work of Preston in North America, and the continuing adaptation of his methods over the last thirty years, has established a baseline methodological approach for exploring the shared language attitudes of speakers and the significance of ‘perceptions’ in the discussion of language variation and change (Preston 1999). Recent application of this methodology in the U.K. has been limited to research conducted in England (Inoue 1999, Braber 2015, Pearce 2009, Montgomery 2007/2012) and Wales (Williams, Garrett, and Coupland 1996). However, to date, there has been no significant research of this kind conducted solely in Scotland. This study uses a modified version of Preston’s framework to examine the linguistic situation in the North East of Scotland.

The region’s relative linguistic conservatism means that the North East ‘Doric’ dialect has maintained relic features no longer found elsewhere (Millar 2007). Intra-regional linguistic variation also exists, with a clear historical division perceived between the rural ‘fermfolk’ and the coastal ‘fisherfolk’. However, since the discovery of North Sea oil in the 1970s, the demography of this corner of Scotland has been in a considerable state of flux.

With the utilisation of mental-mapping activities, quantitative survey data, speaker evaluation tasks and qualitative responses, the study is informed by the responses of over 300 North East residents. Preliminary results suggest a complex negotiation between macro- and micro-regional identities.

Through an investigative discussion of its results, this paper addresses the following questions:

- Where does the perceived border for the North East dialect lie?
- What intra-regional divisions exist in the minds of local speakers?
- Is the ‘Doric’ dialect label still culturally salient?
- How do perceptions of local speech relate to matters of local identity?
- Are local perceptions of speech shifting according to documented linguistic change?

## Evaluations of Mock Impoliteness in a Chinese Online Talk Show: Insights from Audiences' Metapragmatic Comments in the Form of Danmaku.

Shengnan Liu – Lancaster University

Mock impoliteness, as a term encompassing a wide array of phenomena (e.g. banter, teasing, mocking), is exploited as a means of triggering humorous effects in talk shows. Despite having attracted a plethora of scholarly attention (e.g. Leech 1983; Culpeper 2011; Haugh and Bousfield 2012), there is little research examining mock impoliteness in Chinese. This paper aims to investigate third-party-participants' evaluations of mock impoliteness in a Chinese online talk show, Roast, drawing on insights from a valuable resource of audiences' comments - Danmaku. Danmaku is a commenting system that has been widely applied to video websites in Asian countries, especially in China and Japan (Wu & Ito, 2014). As an asynchronous, horizontal and text-based display of comments floating in the forms of subtitles at the top of the video frame, Danmaku is rich in metapragmatic comments on the mock impoliteness speech events appeared in the show and can be viewed as an anonymous dynamic focus group. Thus, it provides an excellent opportunity to investigate such questions as: (i) how is mock impoliteness evaluated by third-party-participants? And (ii) what are the most salient factors in occasioning evaluations of mock impoliteness? The results show that mixed messages, the degree of FTAs, and the social parameters between the roaster and the roastee, among other things, all play important roles in third-party-participants' evaluations of mock impoliteness. The analysis also sheds light on the second-order definition of mock impoliteness from a first-order understanding, in the hope of helping to redress the imbalance of the anglocentric bias in mock impoliteness scholarship.

## Assessing the vitality of two endangered languages: A corpus-based analysis of Sardinian and Maori.

Gianni Onnis – Alma Mater Studiorum, Università di Bologna

Regional Italian of Sardinia (RIS) and New Zealand English (NZE) are the result of two processes of language contact in insular settings. Both interactions involve local autochthonous languages, Sardinian and Maori, and imported languages, Italian and English. In both cases, language interaction has caused the endangerment of the local autochthonous languages. For these reasons, Sardinia can be considered as a small-scale scenario exhibiting the same language variation processes at work in New Zealand. A corpus-based analysis of the lexical presence of the two endangered languages in RIS and NZE provides evidence of the way Sardinian and Maori live within the two language varieties. Newspaper language is particularly receptive to linguistic innovations and, therefore, apt to display diachronic variation. An analysis of two newspaper corpora, Macalister's NZE Corpus and the RIS Corpus, specially assembled for this research, allows the identification of common patterns of language variation involving Sardinian and Maori, with two waves of borrowing to be set around the 1880s and the 1970s, separated by a period of borrowing stagnation. Still, the lexical presence of Sardinian and Maori differs in its semantic domain, especially in the last decades. The content words borrowed in RIS and NZE show a different representation of the two autochthonous cultures: if the Maori culture is represented for its material products and abstract concepts, the Sardinian culture is increasingly being related only to its concrete artefacts and traditional products. The results obtained can be connected to the actual degree of endangerment of the two minority languages, particularly in relation to UNESCO's statement on their vitality – with Sardinian being defined as definitely endangered and Maori being recognised as vulnerable – suggesting the possibility to trace the vitality of an endangered language through its presence in the imported language with which it interacts.

## Ideological Evaluation of Consequences of Practicing Hybrid Bangla.

A R M Mostafizar Rahman – National University of Singapore (NUS)

The paper aims at exploring ideologies about hybridization of Bangla language in Bangladesh. There are popular media claims that young adults hybridize Bangla with other languages in contact such as English and Hindi, and this hybridization is evaluated as linguistic pollution as Prof. Manzurul Islam opined that hybridizing Bangla with English and Hindi is polluting Bangla and this language pollution is as devastating as river pollution (The Daily Prothom Alo, 16 February, 2012). Such claims are, however, yet to be explored empirically and thus, this paper investigates: What are the speaker's ideologies about hybridization of Bangla in the multilingual ecology of Bangladesh? How do they ideologically evaluate the consequences of hybridization of Bangla? How do the linguistic ecology of the country, globalization, and superdiversity contribute in (re)shaping their ideologies about hybridization of Bangla? The investigation is based on the conceptual framework of globalization and superdiversity in which languages are seen in motion for a variety of reasons including migration and formation of virtual community through Internet and thus, people are found to violate rules of linguistic monocentrism and bring about complexity, uncertainty, and unpredictability in their linguistic practices since their linguistic repertoires turn into complex, dynamic, and unstable in polycentricism (Blommaert, 2013; Blommaert & Backus, 2013; Vertovec, 2006; 2007). Analysing TV talk-show discourse, urban linguistic landscapes, and responses of university students obtained through a questionnaire survey, the paper finds that hybridization of Bangla has become a commonplace linguistic practice and habitus—ingrained habits, skills, and dispositions of the speakers. Respondents are found to show no reservation about hybridization of Bangla asserting that such hybridization is not new and aberrant, rather it is part of the evolution of Bangla language. The paper claims that such ideologies about hybridization of Bangla could be attributed to the linguistic ecology of the country, globalization, and superdiversity.

## Didactic contradiction or discourse heritage? A discourse analysis of foreign language textbooks in Japan.

Martina Ronci – Université Paris Descartes

Scant attention has been paid to foreign language (FL) education in Japan. Since the end of the '80s (Gorsuch, 1988), however, some discussions have shed light on this subject, most commonly highlighting how English textbooks are more linked to a traditional methodology than to the policies defined by the Japanese Ministry of Education (MEXT) (as pointed out by Humphries, 2013 or Glasgow & Paller, 2014). Although these studies are fundamental, they all focus on EFL, ignoring the situation faced by other FLs. This proposal aims to fill in this gap with a wider corpus and a double framework.

In order to get a clearer view of FL education in Japan, a corpus was collected for this study, including 16 FL textbooks for English and French, MEXT's guidelines for FL education and publications by some FL teachers' organisations. Drawing on language teaching methodology, I examined the contents of the textbooks adopting Littlejohn's framework (1998). This analysis outlines the main features of each of them and helps to point out intrinsic contradictions from a didactic point of view. A second framework was then applied to highlight results concerning the implicit representation of the students and the world that the textbooks convey, as well as the relationship between writer(s) and learners. This examination draws on discourse analysis approaches, especially Hyland's framework for stance and engagement (2008), but also Martin and White (2005) and Maingueneau's (2014) ones for appraisal theory.

This analysis investigates how foreign languages are studied in Japan, how high-schoolers are implicitly portrayed in Japanese FL textbooks, what is expected from them and whether the expectations depend or not on the language being taught (English/French). The findings seem to suggest that under a superficial didactic contradiction, a deeper connection with Japanese fundamental education laws and teaching culture is to be seen.

## National Identity and Discourse Space.

Josie Ryan – Bangor University

National identity is asserting itself ever more strongly in response to diminishing resources, globalisation and mass migration. Established class and political identities in the UK and around the world are reconfiguring themselves around nationalistic /non-nationalistic lines (Inglehart & Norris 2016). For this reason, how people conceptualise and represent their relationship with their nation is becoming increasingly salient.

National identity as a mental and social concept, it is assumed, is discursively constructed through both public and private discourse (Wodak et al 2009). The CLA to CDA (Hart 2014) focuses on the relationship between language and cognition and is based on the Cognitive Linguistic notions of embodied experience and spatial cognition. This study uses the affordances of Chilton's Discourse Space Theory (2004), to analyse how individuals represent and evaluate their national identity by constructing a discourse ontology, or conceptual map. It is assumed that different social groups will differ in their construal of national identity: in this paper, I compare the identity construction of people who identify as Welsh and people who identify as British.

In order to investigate patterns in national identity representation, this study uses Cognitive Discourse Analysis (CODA, Tenbrink 2015) methodology to analyse elicited and controlled discourse. CODA has been used to investigate the relationship between language and thought by analysing mental representations at play in spatial-cognitive tasks in the physical domain. By incorporating DST and CODA and applying it to discourse related to the abstract domain of national identity, a useful synergy emerges between "elicited verbal description [that] reflects the speakers' conceptualisation of a perceived scene or event" (Tenbrink 2015: 107) and "the spatial organising principle [that] provides a tangible ground for abstract worldview ontologies" (Kaal 2015). Investigating national identity in this way can demonstrate how groups and values are represented in terms of discourse space.

## English Language Teaching with Artificial Intelligence.

Yurou Song – University of St Andrews

An increasing number of researchers and information technology engineers are studying the design of artificial-intelligence-based educational software on language teaching of which core idea is personalized learning. However, human English teachers can not be replaced by AI now and their role and function in the application of this software should be valued. This study will fill the gap between the design of AI-based English learning software and its application in real classrooms from the perspective of the teacher. It's a qualitative study involving four English teachers working with AI in Chinese after-school training institutions to investigate their roles in their classes and attitudes towards that software. This study adopts the model of teacher agency from Emirbayer and Mische in 1998 which analyses the behaviors of teachers from three dimensions: iterational, projective and practical-evaluative dimensions. Later, Gert et al (2015) apply this model on teaching and they summarize that teacher agency is mediated among teachers' past experience which includes personal and professional biographies, both short-term and more long-term perspectives towards future and the here-and-now enactment which refer to as cultural, material and structural resources. By using this model, we can analyse the most influential factors that contribute and enhance English teachers' attitudes in the given context. It is informative for in-service English teachers, pre-service English teachers and administrators to prepare themselves and their programmes transform from traditional English language teaching to AI-cooperated one. As for the reform on teachers' role, this study stresses the importance of contexts in which teachers respect the various relationship between AI and computer as a whole and students. It brings more benefits as well as challenges to teachers. Meanwhile, this study shows that teachers can be an important constructor in the improvement of the software, curriculum and teaching methodology.

## Emergent leadership and sports: exploring the case of a leaderless basketball team.

Anastasia Stravridou – University of Warwick

Understanding the way in which leaders in a sports team communicate is vital to the success of the team. However, there is very little sociolinguistic research that focuses on language use in sports (Wilson, 2009). While most studies link sports with social issues such as gender and racial identity (Clayton and Humberstone, 2006; Harris, 2007), the emergent nature of leadership still remains under-researched. Indeed, the concept of leadership has been associated to teamwork (Ilie and Schnurr, 2017, p. 1-2); nonetheless, most sociolinguistic studies focus on ratified leaders (Holmes et al., 2011, p. 108-109, Schnurr, 2009), and only a few explore the way leaders emerge in actual workplaces (Schnurr and Zayts, 2011). As such, the current study challenges those theories which take for granted leadership as an innate charisma of an individual (Fiol et al., 1999), and follows Wilson's (2017, p.150) assumption that leaders in loosely hierarchical organisations, like sports teams, often display leader-like discourse before they are institutionally acknowledged as leaders. Consequently, leadership performance is considered not only as a distributed process, but also as an emergent, co-constructed and negotiated process within an organisation (Wilson, 2017, p.149).

The study will employ qualitative methods, and Interactional Sociolinguistics is the framework employed in the current study, as is often used in studies of leadership discourse (Vine et al., 2008; Wilson, 2017). This framework is particularly useful to unfold the underlying interference of meaning due to the contextual information and the analytic tools it provides (Gumperz, 2001, p.215; Vine et al., 2008; Wilson, 2017, p.147-148). It is therefore understood that it offers the analytic tools to pinpoint and interpret the discursive processes leaders emerge, while allowing the link between micro-level observations with macro-level concepts of leadership and teamwork (Schnurr and Mohd Omar, fc.).

## A Review Paper: Challenges in Teaching and Learning English in Thai Deaf Students.

Natdanai Subin – Mahidol University

Languages should be tools to connection people together. However, due to physical limitation, deaf communities usually rely on special means of communication and language systems. Sign languages contain distinctive linguistic features which are different from languages used by hearing users (Liddell, 1984; Wilbur, 1987). Although American Sign Language (ASL) and Thai Sign Language (TSL) share approximately 52% of linguistic cognates and similarity (Woodward, 1996), Thai deaf students usually have difficulty learning English and have lower English competence than their hearing counterparts. English language teachers who also have to develop special pedagogical methods to teach English to deaf students (Saksiri et al., 2006; Ditcharoen et al., 2009; Wicha et al., 2012). Furthermore, research studies about English language and Thai deaf students are inadequate (Sarchet et al., 2014).

This article aims to provide possible causes of the problems in teaching and learning English in Thai deaf students through revision on previous research cases. Surprisingly, this issue has neither been thoroughly discussed nor been revised in details before. It is strongly necessary to have a profound understanding on the causes of problem prior putting any suggestions and solutions into practice. Although the majority of previous research was conducted outside of Thailand, the findings and the essences of the research and studies can be referred to and applied in Thai context. This article can be used to develop more effective English language teaching and learning strategies, together with raising awareness of the need to conduct more research on English language and Thai deaf students.

## Dynamic Resonance, Timing, and impoliteness of Interruptions in Chinese Everyday Conversations.

Yingnian Tao – Lancaster University

Research into interruption, confined to Conversation Analysis, has centred on various systemic classifications and the connection with gender (Beattie, 1981; Zimmerman & West, 1975), power relations (Farley, 2008; Ferguson 1977; O'Reilly, 2006, 2008). Myriads of incongruent classifications account for the differing and even contrasting findings in terms of its relationship with other social parameters (Hutchby, 1992). The current study, embarking on a functional view of the definition and classification, explores its generation and interplay with (im)politeness by drawing on dynamic resonance, timing. As the “catalytic activation of affinities across utterances” (Du Bois, 2014: 372)”, resonance can be represented via borrowing conventionalised utterances (systemic resonance) by the prior speaker or dynamically creating new constructions (dynamic resonance) based on the previous ones. Using the CALLHOME Mandarin Chinese corpus, I choose 120 unscripted naturally occurring telephone conversations between native speakers of Mandarin Chinese. I will focus on interruptions which are initiated in the course of the current turn, be it supportive or intrusive. This study aims at answering under the context of everyday conversations (a) When do interruptions occur and how do interrupting turns interplay textually with previous turns? (b) How do timing and resonance of interruptions intersect with (im)politeness (Hotgraves, 2001; Jonathan, 2011)? Based on 20 pilot study conversation, I propose three formulae of dynamic resonance: (a) Addition ( $X \rightarrow X+Y$ ), the new construction consisting of an intact original construction and a new one; (b) Substitution ( $X \rightarrow X'$ ), the new construction consisting of a syntactically or semantically modified original one; (c) Fusion ( $X+Y+\dots+(N) \rightarrow T$ ), the new construction merging the prior two or more constructions syntactically or semantically. Timing is divided into three groups: turn-initial, turn-middle, and turn-final. The investigation of timing and resonance in interruption turns are expected to make contributions to the linguistic representation of impoliteness in interactions.

## First Language Practices of Language Teachers Working in Turkish Primary Schools.

Serdar Tekin – Aston University

Teachers' use of first language (L1) has long been a contentious issue in second and foreign language teaching. As a result of this debate, a number of studies have been carried out in various settings. However, most of previous research appears to be carried out in higher level educational settings such as tertiary and high school contexts. Most likely due to the fact that English has relatively recently been introduced in primary schools throughout the world, it appears that there is a lack of empirical research carried out at this level. For this reason, this doctoral project investigates L1 use of teachers working with young learners (YLS) (7-10 years old). More specifically, it aims to find out the amount of L1 use, the functions of L1 use and teachers' motives for using L1 in English classes. In line with these aims, this inquiry employs multi-method in a qualitative way, utilising pre and post semi-structured interviews and classroom observations with 5 teachers in public schools. Data consist of a total of 10 interviews and 60 lessons. Although I am still in the process of analysing the data, initial analysis indicates interesting results. While some of the participants used L1 for mainly classroom management, the others employed it for mainly teaching target topic. Different from the others, one participant almost never used L1 in the classrooms where there were about 40 students (about %5-10 of L1). Further analysis will reveal some more interesting results which I believe will be useful in contributing to the debate between monolingual and bilingual scholars. Although the findings cannot be generalized to wider contexts, this study should have the potential to shed light on this under-researched aspect of L1 use and to provide positive implications for both curriculum makers and language teachers working at primary level.

## Diffraction mapping of the spatio-temporal dynamics of reflective practices in management and creative disciplines within the UK higher education.

Ilham Tigane – Lancaster University

Despite the ubiquity of reflective practices in the UK higher education, only recently literature has shown a shift towards reflection as a collective, socially-anchored process that engages individuals and exposes them to “difference” (Ohlsson, 2013; Rantatalo & Karp, 2016). Being/knowing across difference, however, is a complicated endeavour especially within representational practices that re/produce sameness and critique in a reductionist manner (Bozalek and Zembylas 2016), making it increasingly difficult to remain open to difference rather than closing down openness to ambiguity and ambivalence.

This presentation discusses initial diffractive analysis of the data collected for my PhD thesis. I am adapting what Karen Barad named a “diffractive methodological approach” (2007) that acknowledges both; the material and the discursive in reflection as a process of knowledge production, to explore patterns of sameness as well as those of difference between mandated reflective practices in creative and management disciplines within a HE institution. Data was collected through a triangulation of methods including: analysis of documents/reports, repeated semi-structured interviews with students and teachers as well as ethnographic classroom observation within five selected modules (cases) across different Masters courses over the duration of one semester.

Findings indicate that in so far as subjectivity is theorised, the reflective models implemented tend to be subject-centred, i.e., based at the level of the individual student, reflecting the need for a holistic framework of reflection where entangled relationships create the necessary process of “becoming-with the other” (Mitchel, 2017, 171). Further findings will be discussed with implications for teachers and policy makers to “move beyond a cul-de-sac of self-congratulation for engaging in the reflective process” (Wear et al., 2012, 605) to promote change and make reflection transformative, inclusive and a socially just practice.