Global and Communal Perspectives on Language, Educational Policy and Pedagogy

Book of Abstracts

Table of Contents

To return to this menu, please click on the ▤ icon on the top right of each abstract.

Organizing Committee

Co-Chairs

Claire Hao   Abbey Palmer   Johannes Schulz

Operations Team
Nicole Law (co-lead)
Olav Schewe (co-lead)
Zhuohan Chen
Xuechen Huang
Asma Iqbal
Emma Lawrence
Alfred Lo
Cindy Ong
Zhengyuan Yang

Communication Team
Jisoo Seo (co-lead)
Casey Yu (co-lead)
Joshua Ee
Audrey Hagopian
Cate Hamilton
Nessibeli Kozhakhmetova
Alexa Muse
Tianyi Zheng

Concurrent Sessions (Day 1)

Day 1 Session 1 (10:40 am – 11:40 am)

When: 14 March 2022, 10:40 am – 10:55 am

Language Attitudes Towards the French: A Mixed-Method Investigation on Potential Chinese Immigrants in Ontario and Quebec Canada

Keywords
Language attitudes, Immigrants' group, Language education policy

Abstract
Overview of Research
Canada is a bilingual country with English and French being its two official languages. Due to a high increasing number of new immigrants in past three decades, the influence of this group on language and society in Canada requires further attention.

In my research, I studied the attitudes of potential Chinese immigration applicants who may apply for immigration towards the French language. The goal was to understand their attitudes towards French, and ultimately to raise the awareness of policymakers and researchers of French learning and future maintenance in Canada.

Research Questions
1. What are the potential Chinese immigrants' attitudes towards French? In comparison to English
2. What factors affect participants' attitudes towards French engagement (goal vitality)?
   1) Socio-cultural context (provinces) differences
   2) French language proficiency
   3) Educational contacts (French course)

Description of the sample population
A total of 79 Chinese temporary workers and university students participate in quantitative research (Quebec regions = 45, Ontario province=34). 9 participate in the following qualitative study.

Summary of Methods/Analysis
This mixed study firstly adopted a quantitative data collection (Self-reporting questionnaire and Belief about Ethnolinguistic Vitality questionnaire) to address

two research questions, followed by a multiple regression analysis. Then, a qualitative data collection method (semi-structured interview) with a thematic analysis was conducted to 9 participants to gain insight and reasons about their attitudes towards the French language.

<u>Report of findings</u>

Participants had significantly lower positive attitudes towards French than English overall. Individual attitudes towards French engagement were affected by sociocultural differences and French language proficiency but were not affected by educational contact (French language course). Findings of the thematic analysis indicate that perceived issues such as teaching approach contribute to this result and even a negative attitude towards the French engagement.

Jiahang Li   ljhbruce@hotmail.com   University of Oxford

When: 14 March 2022, 10:55 am – 11:10 am

Language Is Connection: The Attitudes of Education Staff in Kununurra, Western Australia Towards Indigenous Languages and Multilingualism

Abstract
In Kununurra, a remote town in Western Australia, many students speak contact varieties (Aboriginal English, Kriol) as a first language. The local traditional Indigenous language (Miriwoong) is taught in preschools and primary schools. The role of language, particularly Indigenous language, is therefore at the forefront of educational practice in Kununurra.

An exploratory, mixed-methods case study comprising of an online survey and semi-structured interviews was conducted with staff from educational organisations in Kununurra. Participants were a mix of Indigenous and non-Indigenous staff from 1 primary school, 1 high school, and 4 preschools in Kununurra, including teachers, support staff, and management/administration staff. 5 Miriwoong language teachers from the Mirima Language Centre were also interviewed.

This study asked the following research questions: What are the attitudes of education staff in Kununurra towards
- The Miriwoong language program?
- Traditional Indigenous languages in education?
- Modern Indigenous languages (contact languages) in education?
- Multilingualism? and,
- Sufficiency of teacher training in these areas?

The small sample size of survey results (17 participants) was a limitation to generalisability, however the attitude of staff was generally positive. Thematic analysis of the rich data obtained from interview responses (12 participants) showed that education staff conceive of language as being CONNECTION: to land and people, for both practical communication and the facilitation of respect, for Indigenous and non-Indigenous people, and resulting in a variety of desirable outcomes. These results can be linked to current issues in language policy and multilingual pedagogy in Australia and more broadly.

Iris Menzies   iris.l.menzies@gmail.com   Mirima Dawang Woorlab-gerring
                                                 Language and Culture Centre

The Educational Experiences of the Ethnic Minority Yi and Korean Students in China: Language Attitudes Towards Minority Languages and Identity Formation

Keywords
Ethnic minority in China, Minority Yi, Minority Korean, Education in China, Language attitudes, Identity, Linguistic exposure

Abstract
China is a multiethnic nation with a Han majority and 55 ethnic minorities, along with a standardized and dominant language, Mandarin. The two minorities scrutinized in this study each have their own language: the Korean, an immigrant minority in northeastern China, and the Yi, indigenous to southwest China. In a growing market economy, the Korean language is much more instrumental when compared to the Yi. Under an increasingly Sinicized education system, the type of education minority has pursued, i.e., entirely in Mandarin, potentially affects their language experiences, identity formation, and attitudes towards the minority languages. In order to investigate how minority education has affected and altered individuals' ethnic identities and their language attitudes, the participants are college graduates or college students who have received at least 12 years of education and have taken the entrance exam. The researcher plans to interview 20 participants remotely, 10 from each minority, and the interview data will be analyzed qualitatively. This study will focus on (1) the language attitudes of the ethnic minority Yi and Korean, (2) how the minority education and the linguistic exposure have affected the two minority groups, and (3) the differences between the two groups. This research hopes to reveal the challenges of the minority communities in China and address the issues of minority education.

Xuyang Zhang   xuyang.zhang@kellogg.ox.ac.uk   University of Oxford

"I Don't Even Know Which Variety of English I Am Learning": Understanding Chinese Tertiary Students' Perceptions of and Attitudes Toward English as a Lingua Franca

Keywords

English as a Lingua Franca, English varieties, Perceptions and attitudes

Abstract

Against the backdrop of globalization, English today has served as a lingua franca in a variety of contexts for various purposes (e.g., intercultural communication). English as a Lingua Franca (hereinafter ELF) is broadly defined as the use of English for communication among speakers who share different first languages (Jenkins, 2012). The last decade has witnessed a burgeoning number of studies that explore the ELF situation in various regions, perceptions of ELF elicited from different stakeholders, and the intersection between ELF and other specialized areas (e.g., language testing: Chan, 2021). Only a few attempts have been made, however, to explore perceptions of and attitudes toward ELF in China, a country with the largest number of English language learners in the world (Wen, 2012), from the standpoint of different stakeholders. As a response, the present study explores how Chinese tertiary students perceive and understand the ELF phenomenon and how their perceptions of and attitudes toward ELF influence their learning and use of English. Data are qualitatively collected, via semi-structured interviews, from four tertiary students who have learned English over 12 years on average and majored in English during their undergraduate and postgraduate periods. Findings indicate that a) students have vague understandings of English varieties, and b) students are following communication-prioritized, accent-uncaring, and native-speakers-oriented English learning, though they are not pursuing native-speakerism and are open to different varieties of English. By way of conclusion, pedagogical implications and recommendations for future studies are discussed.

Jiahao Liu   liu.jiahao@connect.um.edu.mo   University of Macau

Day 1 Session 2 (10:40 am – 11:25 am)

When: 14 March 2022, 10:40 am – 10:55 am

Immigrant Community Perspectives on Bilingual Education in Massachusetts

Keywords
community, immigrant families, language policy, Latinx, frame analysis, critical race theory

Abstract
This paper examines Latinx communities' perceptions of the Language Opportunity for Our Kids (2018), the current bilingual education law in the state of Massachusetts. Although the state leads the U.S.' student academic performance, statistics show that immigrant students continue to lag behind their white U.S.-born peers (Bode & Nieto, 2018). Latinx Critical Race Theory (Delgado Bernal, 1996; Solorzano & Yosso, 2001) is used as a theoretical framework to examine linguistic, cultural, and institutional configurations of the LOOK Act. This ethnographic study relies on interview data and genealogical analyses of language policies in MA. Semi-structured interviews with immigrant families are conducted, including Latinx parents, students, community organizers, principals, and teachers, to understand the educational challenges faced by bilingual and multilingual Latinxs. This research deploys frame analysis (Goffman, 1974) to examine how students' needs and skills are framed in the LOOK Act. Frame analysis identifies several racialized frames used to describe immigrant students and their communities, which continue to legitimize white supremacy. Findings from the interview data analyses reveal that for Latinx immigrant families, the law continues to uphold English language learning as an assimilationist practice, thus devaluing home languages and cultures. For these communities, bilingual education is about developing the cultural knowledges and linguistic repertoires that youth need transnationally and cross-institutionally. The LOOK Act's seemingly progressive discourse of minoritized home languages as tools for English learning is therefore challenged. For immigrant families, heritage maintenance must be at the heart of bilingual education laws and programs. Likewise, inclusion is understood as an obligation to overturn structural barriers, such as racism or food insecurity. Immigrant students defined bilingualism as a human right issue, and complained about punitive and culturally exclusionary aspects in new language laws (as in previous ones). All in all, immigrant families' views of educational laws can aid stakeholders into rethinking schools as spaces of belonging and global citizenship, for a more bottom-up

approach to policymaking (Stone, 2002). Both authors come to this research as long time Latinx organizers for immigrant justice in Massachusetts public schools.

Mary Jo Rendón Rendón   MaryJoRendon@walthampublicschools.org   Waltham Public Schools
Rocío Sánchez Ares   rsanchezares@gmail.com   Tufts University

Relationship Between Bilingualism and Mathematical Attainment of Primary School Children in English-Speaking Countries: A Systematic Review

Keywords

Abstract

Are bilingual children at an advantage with regards to mathematical achievement and problem solving? A large body of research has been dedicated to study cognitive advantages of bilingualism in all ages. However, the research investigating the link between bilingualism and mathematical attainment in young learners is limited. This systematic review aims to investigate the relationship between bilingualism and mathematical attainment in primary school children (aged 6-11) in English speaking countries and assessing the roles of moderators (age and gender) and mediators (SES and ethnicity) in mathematical attainment. Due to their strong economies and better opportunities for education and career, there is a trend of immigration to the English-speaking countries. According to UNO's World Migration Report published in 2020, more than half of the international migrants (141M) live in Europe and North America, with Canada being the largest resettlement destination for the refugees and the USA the 2nd largest. This implies that the number of bilingual immigrant children is increasing in these countries which reflects the need for research to deepen our understanding of the link between bilingualism and mathematical achievement in order to develop effective approaches to teaching bilingual learners. Moreover, mathematics is one of the core subjects taught at elementary schools and mathematical attainment is vital to children's academic achievement. This study also focuses on exploring the types of outcome measures used in this research area and the techniques of statistical analyses of the data. The review is at its initial stage and the researcher is in the process of finalising inclusion and exclusion criteria of the studies conducted in English speaking countries with children aged 6-11 published in English any time and up to 2022 from 7 databases that report primary school children's mathematical achievement and language ability. This review will provide insight into how bilingualism links to mathematical attainment which in turn, can potentially be useful for implementing effective pedagogy with implications of including mother tongue in the primary school classrooms comprising of students from diverse ethnic and linguistic backgrounds.

Asma Iqbal   asma.iqbal@education.ox.ac.uk   University of Oxford

Educators' EAL Practices With Refugee Pupils: Communal and Global Influences

Keywords

Abstract

Schools play a crucial role in the settling-in process for newly arrived refugee and asylum seeking children – in terms of academic and language learning, but also in terms of providing routine, social relationships, and a sense of identity. Furthermore, the actions of individual educators have been identified by refugee pupils as influential in their experiences and outcomes at school. This presentation examines educators' English as an Additional Language (EAL) practices with refugee pupils at two case study schools in England, exploring the ways in which practices were shaped by influences at the local and (inter)national level. Data was collected through participant observation and interviews with 17 educators – teachers, teaching assistants, and school leadership – at two schools – one primary, one secondary. Case study schools were selected for their relatively high proportion of refugee pupils on roll, and in one case, the school's local reputation for working well with new arrivals. Interview transcriptions and observation notes were analysed thematically, both deductively and inductively. The study found that educators emphasised the importance of EAL strategies in interviews but that the implementation of such strategies was more variable in observations. This difference between data types presented an opportunity to explore the factors that shape educators' practices – from collegial support to the National Curriculum to the international trend towards accountability culture and high stakes testing. Finally, lessons from the case study schools on how to promote positive practices are discussed.

Caitlin Prentice   caitlin.prentice@education.ox.ac.uk   University of Oxford

Day 1 Session 3 (12:10 pm – 1:00 pm)

When: 14 March 2022, 12:10 pm – 12:25 pm

A Comparative Analysis of Talk in English and Mathematics Classrooms With and Without Adaptive Learning Systems

Keywords
classroom talk, educational technology, mathematics education, language learning, adaptive learning systems

Abstract
The work-in-progress study explores the extent to which the introduction of adaptive learning systems (ALS) will influence teacher-student academic learning interactions, specifically teacher responsiveness to student thinking. This is motivated by the burgeoning interest in the personalisation of learning through Artificial Intelligence (AI) technologies such as ALS. While ALS is not intended to replace the human teacher, its introduction has raised questions on the role of the teacher, the teacher-technology partnership and ensuant changes to learning interactions. In light of these concerns, this study will examine how teacher moves and student contributions diff in classrooms with ALS and classroom without ALS. It seeks also to surface teachers' views on the extent that ALS affordances explain the differences in teacher moves and student contributions.

This research will be conducted in Singapore, one of the first education systems to announce a nationwide AI in Education initiative and a commitment to enhance the personalisation of learning over the next 10 years. It will focus on Secondary 1 (Grade 7 equivalent) English and Mathematics classrooms, where all students are equipped with a personal learning device. The study applies an activity theory perspective to guide its efforts to understand the effect of ALS on teacher responsiveness on student thinking. Adopting a case study method, data will be collected from four learning contexts - English classrooms with ALS, English classrooms without ALS, Mathematics classroom with ALS and Mathematics classroom without ALS – and analysed using conversation analysis.

Cindy Ong   cindy.ong@education.ox.ac.uk   University of Oxford

Effects of a Digital Self-Regulated Learning Intervention on Academic Achievement in Higher Education

Keywords

Self-regulated learning, Higher education, Intervention, Academic Achievement, Digital

Abstract

Self-regulated learning, often abbreviated "SRL," can be defined as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453).

Decades of research have demonstrated that a student's ability to self-regulate their learning leads to better learning and achievement outcomes, higher motivation, and more optimistic views toward their future, empowering them to manage their social behaviour and support the development of life-long learning skills. Interventions can be used to help students learn to become self-regulated learners, but face-to-face interventions typically require a lot of resources and are difficult to scale. Digital self-regulated learning interventions are low-cost and a promising avenue for promoting self-regulated learning at scale.

Building on self-regulated learning theories by Pintrich, the aim of this proposed study is to test the effects of a digital self-regulated learning intervention in higher education. The research questions are

1) What are the effects on academic achievement of a brief self-regulated learning intervention on first-year college students?
2) How does a brief digital self-regulated learning intervention affect students self-regulated learning habits?

The study will embed a self-regulated learning intervention in undergraduate marketing course at a Norwegian University. The study plans to recruit around 270 participants that will be allocated to either an experiment or control condition. The experiment group will participate in a digital self-regulated learning intervention and the control group will spend the same amount of time on an e-learning program related to the course content. Using a pre- and post-survey based on the Motivated Strategies for Learning Questionnaire (MSLQ), the study will analyse the interventions effect on students self-regulated learning

habits, in addition to analyse the effect on academic achievement as measured by the grade obtained in the marketing course.

Implications of the study include a) help inform higher education institutions on how to build effective self-regulated learning programs for first-year students; b) help inform other self-regulated learning scholars on digital intervention design.

Olav Scheve   olav.schewe@education.ox.ac.uk   University of Oxford

Self-Regulation in the Face of Content and Language Integrated Learning: How Can Students Cope With the Intertwined Linguistics and Cognitive Demands in Secondary Education?

Keywords

Self-regulation, Content and Language Integrating Learning, Bilingual education, Hong Kong

Abstract

In Hong Kong, the strong emphasis on promoting Language across the Curriculum (LaC) in its recent Major Renewed Emphases (Education Bureau, 2017) led to more non-English medium instruction (EMI) schools incorporating Content and Language Integrating Learning. Meanwhile, the existing empirical studies of CLIL can be binarily categorized as either 'product-oriented' or 'process-oriented', with the former tending to focus on students' learning outcomes. Recently, some studies have examined process-oriented CLIL by mainly analysing the teacher-student interaction patterns. It appears, however, to overlook the autonomous role that students, with varying levels of proficiency, play in promoting their own learning and how they self-regulate their own learning in CLIL. The research therefore aims to (1) investigate how students regulate their Content and Language Integrated Learning in secondary education, (2) address whether L2 proficiency predicts a higher success in CLIL, and (3) examine if the use of self-regulation can disentangle the threshold level for CLIL learning. Using questionnaires and interviews, it is hoped to shed light on eliciting how secondary school students regulate the learning of CLIL in Hong Kong, while also providing pedagogical implications by listening to students' perspectives that can be applied in other educational settings.

Alfred Lo   alfred.lo@education.ox.ac.uk   University of Oxford

Day 1 Session 4 (12:10 pm – 1:00 pm)

When: 14 March 2022, 12:10 pm – 12:25 pm

Tax Pedagogy: The Way Forward

Keywords
Pedagogy, tax, law

Abstract
Based on emerging global perspectives on tax pedagogy, my presentation will identify two ways by which tax pedagogy in England could and/or should be rethought.

First, it is identified that around the world universities are increasingly providing Clinical Tax Education (CTE). My research question is whether CTE is also offered to students in England, and if not then whether and how it should be offered. Based on an empirical analysis of the course offerings at universities in England, it is found that currently most universities are not providing students with opportunities for CTE. In light of this finding, I explore the approach to CTE at universities at several other countries, focusing particularly on institutions in the USA, Canada and Australia. Based on a comparative analysis of the approach taken in these foreign universities, and in light of recent developments in England, I identify the potential advantages and incentives to providing CTE in England, as well as some of the potential hurdles to doing so. Also based on this comparative analysis, I identify how CTE could and/or should be approached in England.

Second, it is identified that, within universities around the world, there is growing awareness that law should be taught from both domestic and global perspectives, as well as by utilizing comparative legal analysis as and where necessary and relevant. My research question is whether such an approach is taken by UK universities, and if not then whether and how such an approach could be adopted.

My analysis, and the proposals which are distilled from it, offers new and necessary insights about how to rethink tax pedagogy in England.

Amir Pichhadze   amir@pichhadze.com   University of Oxford

When: 14 March 2022, 12:25 pm – 12:40 pm

The Role of Spatial Reasoning in Middle Childhood Mathematical Word Problem-Solving

Abstract
Mathematical thinking and spatial thinking are linked. While there is an emerging consensus that spatial skills play a fundamental role in the learning and executing of mathematics, the underlying processes governing this positive correlation remain elusive. In particular, while there is a tremendous amount of research on mathematical word problem-solving, there have been very few investigations of the relationship between spatial skills and mathematical word problem-solving. Thus, this study aims to shed some light on the 'how', 'why' and 'when' of the spatial-'mathematical word problem-solving' link.

This study adopts Uttal and colleagues' (2013) framework of spatial ability and Boonen and colleagues' (2014) framework of mathematical word problem-solving to address the following three research questions:

(1) Which spatial skills do students use in solving mathematical word problems, and how does this change based on student characteristics (e.g., developmental age, general intelligence, etc.) and mathematical word problem characteristics (e.g., novel versus familiar problems, problems with or without real-life context, diagrams, illustrations, etc.)?
(2) Do individual differences in spatial skills preference and use account for differences in mathematical performance?
(3) How does training (to be determined) in spatial skills affect mathematical performance?

This study proposes to use mixed methods to investigate Anglophone children (the UK and/or Canada) across ages 6 – 11 (30 students from each year). This study has four phases: pre-test, intervention, immediate post-test and delayed post-test. The analysis involves, but is not limited to, ANCOVA, mediation and moderation analyses, and independent and dependent samples t-tests. It is hoped that this research will help to better leverage the spatial-mathematical relationship in education.

Jisoo Seo   jisoo.seo@education.ox.ac.uk   University of Oxford

When: 14 March 2022, 12:40 pm – 1:00 pm

Combining Epistemic Network Analysis and Multimodal Discourse Analysis to Analyse Interactions in EMI Science Classroom

Keywords

EMI science classroom, multimodal, content and language integrated learning

Abstract

Asian countries such as Hong Kong has been promoting the use of EMI in science classrooms. Scholars have been promoting the notion of content and language integrated learning (CLIL) in synergistically improving students' content and language ability. This presentation explores the affordances of a combination of epistemic network analysis and multimodal discourse analysis in analysing the classroom interaction. Our work draws on Lin (2012)'s "rainbow diagram" and different modes of affordances to analyse how two science teachers integrate content and language content. Qualitative analysis has been performed on the type of communicative resources used by both teachers and students, namely L1, L2 everyday, oral and academic languages, as well as different modes of affordances. These codes have been converted to epistemic networks which enables researchers to compare the multimodal discourse networks between teachers and students. Implications for EMI and multimodal classroom research will be discussed.

Kason Ka Ching Cheung   ka.cheung@education.ox.ac.uk   University of Oxford
Jack K.H. Pun   jack.pun@cityu.edu.hk   City University of Hong Kong

Day 1 Session 5 (3:10 pm – 4:00 pm)

Validation of Standardised Tests for Higher Education Admissions Decisions

Abstract
Standardised tests are often deemed a flawed but adequate measure of attainment as they continue to play a pivotal role in informing higher education admissions decisions. Whether they deserve to be so considered is determined by the means of validation, which is a shared responsibility of test developers and test users. However, despite the high-stakes nature of the tests, evidence of validation is rarely brought to public scrutiny due to a lack of transparency. Therefore, this research aims to investigate the process and communication of validation efforts in standardised admissions tests.

The research consists of three primarily qualitative studies. The first study is a systematic literature review that explores varied approaches to test validation in high-stakes settings, specifically those pertaining to higher education admissions decisions. The second study considers the Hong Kong Diploma of Secondary Education Examination as a case study, featuring an independent validation of the regional assessment of English language proficiency by constructing and evaluating validity arguments. The third study continues to be framed in the context of Hong Kong. Using Foucauldian Discourse Analysis, it focuses on public calls for increased transparency in standardised testing and the extent to which such demands are met by policy discourse.

Pok Jing Jane Ho   pokjing.ho@education.ox.ac.uk   University of Oxford

When: 14 March 2022, 3:25 pm – 3:40 pm

Postgrads at the Edge: Stories From the Invisible Learner

Keywords

Abstract

Research question: What's it like to navigate a PhD with limited access to social and academic communities within the university?

Background to research: Despite increases in enrolments worldwide, part-time doctoral candidates have been described as invisible in policy and practice (Neumann and Rodwell, 2009) and campus life (Gardner, 2008) due to often managing employment and family commitments while studying.

Description of sample population: 18 participants shared their stories of what facilitated or impacted negatively on progress and completion of a PhD on a part-time basis. An additional 18 individuals (including full-time and international PhD candidates) participated in a preliminary phase of the study to develop the research instruments (questionnaire and semi-structured interview).

Overview of the theoretical framework: A conceptual framework was developed which was influenced by Actor Network Theory (Latour, 2005) and Theories of Agency (Archer, 2003). The approach was tentative and exploratory due to the different philosophical perspectives on structure and agency inherent within these two approaches.

Summary of methods/analysis: Thematic analysis used (Braun and Clarke, 2006) to identify themes from participants' interviews.

Findings: Each learner's story of navigating a PhD was unique and mediated within the context of different levels of access to face-to-face and online doctoral communities. The role of agency and help seeking behaviour was key to overcoming academic and social isolation, especially for international and part-time learners.

Maeve O Regan   maevegallagher9@gmail.com   Trinity College Dublin

Patterns and Dynamics in International Research Collaborations in Social Sciences: The Case of Chinese Academia

Keywords

Higher education, International research collaboration, Social sciences, Mixed methods

Abstract

International research collaborations in social sciences are inadequately explored in their bibliometric patterns and nuanced social relations. This study seeks to explore the means by which China-based academics engage in collaborative research in social sciences with foreign colleagues amid the shifting social, economic, and geopolitical landscape. It also explores how the pandemic has disrupted or implicated cross-border research collaborations at a global scale. More specifically, the study aims to answer three questions. (1) What have been the development and changes in the pattern of international research collaborations in China across various social science disciplines? (2) How do academics based in China perceive their experiences and challenges in their collaboration with foreign-based colleagues in social science research? (3) To what extent have research policies facilitated or impeded China's international research collaborations in social sciences? The study implements a mixed method methodology to integrate secondary data collected from SSCI (Social Science Citation Index), Web of Science, and interviews with China-based academics in social sciences from different institutions. This study will contribute to the improvement of policymaking and institutional support for initiating and undertaking international research collaborations as well as more understanding on how to balance the benefits and tensions in collaboration practices in social sciences in Chinese context.

Casey Yu   kexin.yu@education.ox.ac.uk   University of Oxford

Day 1 Session 6 (3:10 pm – 4:00 pm)

When: 14 March 2022, 3:10 pm – 3:25 pm

Higher Education as Self-Formation for Rural Students at Non-elite Universities in China

Keywords
rural students, higher education, self-formation

Abstract
Higher education massification in China has extended its boundaries in access and taken in more underprivileged rural students. However, both differences in students' access to and experiences in higher education are critical to understanding higher education inequality. Relatively little is known about the higher education experiences of the majority of rural students who cluster at non-elite universities in lower-tier cities in China.

Higher education as self-formation (HESF) centres higher education on the student as the primary agent. This proposed narrative research seeks to provide empirical and theoretical insights into the role of HESF for rural students who constantly migrate between rural and urban spaces. The study adopts a cultural perspective to understand the rural self in China. It adopts a sociological life course perspective centring around student choices and actions as the locus of the self-formation process, with an emphasis on capturing student spatial-temporal contexts. The research seeks to answer three research questions about rural students at non-elite universities. 1) How do students understand their experiences of HESF? 2) What do students practice during self-formation? 3) How does the changing social structuring influence their HESF experiences?

This narrative research will use a two-phase research design. In phase one, large-scale self-narratives about rural students' higher education experiences from a Chinese forum website will be collected and analysed using text mining and analysis tools. In phase two, the research will focus on 60 rural students at two non-elite universities, using autobiographies, walking interviews and semi-structured interviews, to follow individual HESF experiences longitudinally.

Yushan Xie   yushan.xie@education.ox.ac.uk   University of Oxford

Negotiating Identity in Social Interaction in Professional Communities of Practice: A Linguistic Ethnographic Study of Novice English Language Teachers in Urban Schools in China

Keywords

Abstract

Worldwide educational reforms calling for standardization and accountability have raised fundamental questions about who teachers are and what it means to be a teacher. In an attempt to reform the educational sector, the Chinese government exerts pressure to increase the quality of education. With the instigation of new reforms, teachers are necessarily involved in the process of negotiating institutional and societal demands. Building upon recent theories on the sociocultural perspective on identity, this study attempts to focus on the complexity of identity construction of novice English language teachers in discursive practices in professional communities of practice in urban schools in China. It also intends to reveal how the cultural, institutional and societal issues are played out in social interactions. Methodologically, the research moves beyond narratives towards a fine-grained, close-up analysis of moment-by-moment talks of participants. A better understanding of how identity is embedded in teacher education will not only enable researchers and policy-makers to understand the complexity of teachers' learning trajectories, but also provide teachers with a tool to exercise agency in the face of influential political and institutional forces.

Shuyan Liu   shuyanliu6@gmail.com   University of Oxford

Language and Identity Development for Chinese EFL Students Transitioning From High Schools in China to Universities Abroad

Keywords

Language and Identity, EFL, ESL, International student, Study abroad, Transition

Abstract

With the increasing global mobility and student diversity in study abroad contexts, it is critical to investigate EFL students' transitional experiences to achieve better strategies in supporting international students for the transnational experiences. This ongoing research aims to explore the experiences of language and identity development for Chinese EFL students transitioning from their high schools in China to universities in Anglophone settings.

This project aims to address the following research questions: 1/How do Chinese EFL high students prepare themselves linguistically and socially for studying abroad in universities? 2/How do Chinese EFL students develop their awareness and navigate understanding of their linguistic repertoires and identity during such transition?

This research contains two phases, phase 1 is a systematic review to understand the existing literature with the review question "What is the extent and nature of research on the experiences of L2 English students transitioning from non-Anglophone high schools to universities in Anglophone settings?"; phase 2 is a one-year longitudinal qualitative study of 40 high school students (aged 17-19) from four distinctive high schools, covering their final term of high school in China and first term in the university in an Anglophone setting. This qualitative study adopts a multi-perspective approach engaging not only the 40 students, but also their parents and school teachers. The research adopts narrative inquiry and an ethnographical approach to understand the students' experiences through unstructured interviews and journal entries by students. This project attempts to enhance the awareness and approaches among schools in students' home country and universities in Anglophone settings to better support their transition to study abroad.

Yu Hao   claire.hao@education.ox.ac.uk   University of Oxford

Day 1 Session 7 (4:10 pm – 5:00 pm)

When: 14 March 2022, 4:10 pm – 4:25 pm

'We Can't Be In Our Whole Selves': Palestinian Arab Undergraduate Students' Experiences in Israeli Higher Education

Keywords

Higher Education, Minority, Qualitative, Thematic analysis, Palestinian, Israeli

Abstract

Equal opportunity and access to higher education (HE) are recognized as human rights in the United Nations' Universal Declaration of Human Rights (1948). Progress has been made to protect this right across the world, yet the underrepresentation and under-achievement of certain population groups in HE continue to exist in many societies.

Palestinian Arab citizens of Israel (PAI) are one such group. The rate of PAIs entering Israeli HE has doubled in the past decade but remains under-representative, while attrition rates are disproportionately high.

This study aims to explore the experiences of PAI undergraduate students as an ethno-national indigenous minority group in Israeli campuses. To that end, seven focus groups were conducted with PAI undergraduate students and recent graduates of six research universities in Israel. These discussions were transcribed verbatim and thematically analysed based on the six phases of Braun and Clarke (2006).

The findings show that PAIs experience physical, cultural and academic disorientation upon entering HE caused by a sharp transition to a foreign, often hostile environment. They generally have trouble keeping pace with other students due to systematic barriers including language, age differences and unfriendly university environments. There is also, however, evidence of resilience and hope.

This study encourages policymakers and researchers to view PAIs as a distinct cultural and national group, rather than simply a socio-economic one. Furthermore, it argues against prevailing deficit-based discourses and assimilationist narratives, and demonstrates the necessity of reimagining an academic space which empowers students from all backgrounds and is enriched by their diversity.

Lamma Mansour   lammamansour15@gmail.com   University of Oxford

Habitus, Stigma and Classed Educational Transitions: Understanding the Experiences and Impacts of Non-traditional Students Undertaking Foundation Years at Elite Universities

Keywords

Widening participation, Meritocracy, Elites, Social Class, Habitus, Stigma

Abstract

Access to higher education for disadvantaged students is deeply inequitable in the UK, particularly at highly selective providers which are dominated by students of relatively high socioeconomic status (SES). However, discourses of widening participation conflict with the meritocratic narratives used to legitimate the elites within a highly stratified system. The University of Cambridge's Foundation Year (CFY) is a useful paradigmatic case study to explore the experiences of recognisably disadvantaged individuals entering elite educational environments. Additionally, it allows the opportunity to analyse the narratives and strategies which members of such elites use to accept, co-opt, support or resist challenges to their dominant legitimation discourses. My project explores the experiences and identity construction of CFY participants, the identity construction of their standard-entry peers in relation to their presence, and this is situated within the narratives and discourses which make up 'Cambridge'. Using discursive identity theory, I will synthesise Bourdieu's concept of habitus with Goffman's work on stigma to analyse the ways in which identity for my participants is generated, challenged, revised and reshaped in relation to discourses of merit, disadvantage and elitism. I will use a combination of semi-structured interviews, participant observation and walking methods to explore the ways in which different participants construct and relate to 'Cambridge' and to their peers. I will analyse the data gathered using my synthesised habitus-stigma framework, considering the ways in which discursive identity influences the experiences of such participants within elite environments.

Ed Penn   edward.penn@education.ox.ac.uk   University of Oxford

How Higher Education Choices Are Embedded in Institutional Frameworks. A Comparative Perspective Between France and England

Keywords
Higher education choice, Transition to higher education, Institutional frameworks, Comparative research

Abstract
This paper investigates how the institutions and policies that organise the transition to higher education in France and England influence the ways students project themselves into the future and make their HE choices. This work focuses on the influence of secondary school, HE application processes, and HE systems on students' construction of choice.

The paper draws on twenty-two semi-structured interviews conducted with English and French first-year university students in 2021 as part of an MSc dissertation. The educational literature on secondary and higher education systems and the in-depth comparison of interviewees' narratives allow the researcher to contextualise students' experiences and hypothesise how these institutions shape their choices differently. It shows that students from the two countries follow different logics in making their HE choices. English students follow a logic of choice consistency, making choices based on their past achievements and perceived abilities. Secondary education and admission processes encourage English students to make early choices and to select topics that they will master. The linearity of HE, which is conceived as a short period leading to employment, strengthens this need for consistency. In contrast, French students adopt a strategy of deferring choice, favouring broad HE pathways that will give them time to think about their future specialisation. Secondary school and admission processes make later choices possible, while the complex architecture and rigidity of the HE system lead them to enter broad pathways before making more specialised choices.

Audrey Chamboredon   audrey.chamboredon@sciencespo.fr   Observatoire Sociologique
                                                          du Changement (OSC)

Day 1 Session 8 (4:10 pm – 5:00 pm)

When: 14 March 2022, 4:10 pm – 4:25 pm

Considerations and a Proposed Model - Hong Kong ESL Teachers' Perception of L1 Use

Abstract
The research is theorised on the debate on the medium of instruction in second language (L2) classrooms: one grounded in linguistic purism (e.g. Teaching English through English only) and the other in the potential benefits of using first language (L1) . This paper reports on the findings of 5 follow-up interviews with English-as-a-second-language teachers from different backgrounds in Hong Kong with various experience (2-30 years) in different school settings (both publicly and privately funded, with various achievement levels, bands 1-3).

The study aims to investigate teachers' reported amount and purposes of their own L1 use, and their perceptions and considerations towards these pedagogical decisions. The amount of L1 used varied corresponding to the their reported concerns, which responded well to the concern about injudicious L1 uses limiting students' L2 input. The teachers demonstrated nuanced and articulated responses on L1-L2 translatability, teaching effectiveness, school policies, students' ability, cognitive demand of the target concepts and instructions mode (individual or whole-class, heterogeneous or homogenous streaming). The participants also proposed specific L1 uses which they conceived most effective - on bridging the cognitive-linguistic ability gap, and in catering for learning diversity.

Patrick Lam   patrick.lam@education.ox.ac.uk   University of Oxford

When: 14 March 2022, 4:25 pm – 4:40 pm

Teachers' Decision-Making for Bilingual Children With Language Disorders: Do Attitudes Make a Difference?

Abstract
Previous research has demonstrated variable academic provision afforded to bilingual children with and without language disorders (Bedore & Peña, 2008; Greenfield, 2013; Jankowska, 2014). However, few studies have investigated teachers' role in early language disorder identification in bilingual pupils and in the speech and language therapy referral process. Referral requires teachers to identify concerns regarding children's linguistic development, and communicate these to relevant professionals, such as speech and language therapists. Teachers are frequent referrers of monolingual English children (Broomfield & Dodd, 2004), but without clear guidelines on how to proceed with bilingual children (Law et al., 2000), teachers may rely on their attitudes for decision-making. This study employed Ajzen's (1991) Theory of Planned Behaviour to structure the investigation.

This study examined whether a) teachers' perspectives towards their language disorder identification role, and b) teachers' ability to identify bilingual children showing signs of language disorders, predicted teachers' likelihood of referring bilingual children to speech and language therapy.

England-based mainstream primary school teachers completed an online questionnaire, utilising a Likert scale to measure teachers' attitudes and factors influencing the referral of bilingual children of concern. Teachers' identification abilities were also recorded by way of vignettes describing bilingual children with and without language disorders.

Analysis suggests that while teachers held positive attitudes towards referring bilingual pupils of concern, which positively correlated with teachers' intentions to refer, intentions had no statistical relationship with referral likelihood. However, as teachers' language disorder identification accuracy in bilingual children increased, and their perceived behavioural control over referral (confidence, responsibility, resources) increased, teachers took a more active role in the speech and language therapy referral process.

This research will ultimately help to suggest practical improvements to school policies, teacher training, and ultimately bilingual pupil attainment.

References:

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211.

Bedore, L. M., & Peña, E. D. (2008). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. International Journal of Bilingual Education and Bilingualism, 11(1), 1-29.

Broomfield, J., & Dodd, B. (2004). Children with speech and language disability: Caseload characteristics. International Journal of Language & Communication Disorders, 39(3), 303–324.

Greenfield, R. A. (2013). Perceptions of elementary teachers who educate linguistically diverse students. The Qualitative Report, 18(47), 1-26.

Jankowska, M. A. (2014). On bilingualism in a (monolingual?) English classroom environment – the challenges for Polish-English bilingual children, their parents and schools. Sustainable Multilingualism, 5, 99–131.

Law, J. C., Lindsay, G., Peacey, N., Gascoigne, M., Soloff, N., Radford, J., Band, S., & Fitzgerald, L. (2000). Provision for children with speech and language needs in England and Wales: Facilitating communication between education and health services (Research Report No. 239; Issue 239, pp. 1–238). Department for Education and Employment.

Felicity Parry   elpd38@bangor.ac.uk   Bangor University
Eirini Sanoudaki   e.sanoudaki@bangor.ac.uk   Bangor University

When: 14 March 2022, 4:40 pm – 5:00 pm

A Classroom Discourse Lens to Explore Pre-service Foreign Language Teachers' Beliefs

Abstract
A focus on classroom discourse enables a thorough understanding of the multidimensional interplay of "what teachers say they believe with what they actually do while teaching" (Li & Walsh, 2011, p. 41, original emphasis). This small-scale case study focuses on a non-native speaker (NNS) pre-service English as a foreign language (EFL) teacher at a German university. So far, research has neglected NNS teachers' beliefs (Li & Walsh, 2011), and the German context seems under-represented in recent studies of foreign language teachers' beliefs (Borg, 2015).

This study explores the following research questions within a contextual framework (Barcelos, 2006), which considers the context of where teaching occurs, teachers' and learners' interactions with each other and their individual interpretations of their experiences within the classroom (Peng, 2011):
- What are NNS pre-service EFL teachers' beliefs about language, language learning and language teaching?
- What is the relationship between those beliefs and practice as observed through a classroom discourse lens? What factors influence this belief enactment?

This contextual framework, aiming to encapsulate the reciprocal relationship between beliefs and practice (Borg, 2018), informs the choice of data collection instruments as follows: Semi-structured interviews for beliefs elicitation are conducted before and after a qualitative lesson observation. The observation includes Walsh's (2011) model of teacher talk and Thomson's (2020) framework of internal and external classroom discourse factors to investigate influences on the teacher's belief enactment.

The findings are analysed according to the interrelated approach, design and procedure model by EFL scholars Richards & Rodgers (1982, 2001).

Isabelle Sophie Thaler   isabelle.thaler@oriel.ox.ac.uk   University of Oxford

Day 1 Session 9 (5:10 pm – 5:55 pm)

When: 14 March 2022, 5:10 pm – 5:25 pm

[Poster] Understanding the Exclusionist Effects of Communication Structures in a School System

Keywords
Exclusion in mainstream classroom, Cultural capital, Principles of communication

Abstract
Mainstream classrooms in India are very high on student numbers are examination and result driven and deadlines are given to teacher to finish their syllabus. Thus the supervision system is integrated in these classroom where the concept of docile bodies is used by the teachers towards students. Students entering schools with redeveloped skills such as good handwriting, being silent, orderliness, efficient in following instruction are rewarded. This "cultural capital" acquired form their home habitat allow students to become the dominant group. Students coming from backgrounds where they are not able to acquire these skills are at an immediate disadvantage. Students deficient background, behaviour, mental capacity are held responsible by the system for their lack ability to coup up in a mainstream classroom. The cascading of these institutional believes takes place through various communication principles created by the same institution. My research will hypothesises the different communication models used by teachers towards student by analysing different cultural artefacts and semiotic mediation (verbal or physical) that generate an effect of exclusion. Using Iterative action-bases research, I will be conduction case studies of primary classes in different schools (e.g. Government, private and community) in India. The research will be conducted in three phases. First phase, where an elaborative mapping of all the systems of communication used in the school would be captures. Phase two, using different activities for discussions with participants. Emphasis will be laid on discussing experiences which intone actual context, making the informal interview much more direct and less abstract.

Bhabesh San San Wal   Bhabesh.sansanwal@stx.ox.ac.uk   University of Oxford

When: 14 March 2022, 5:25 pm – 5:40 pm

[Poster] Education Reforms in the Greek Education System

Keywords

Abstract

As COVID-19 pandemic is an unprecedented global challenge, countries around the world intensified their efforts to tackle it. Greece tried to get ahead of the spread of the disease, however challenges were faced its education system. Greece was unprepared to face a crisis on the scale of the pandemic, but ultimately responded effectively by launching digital tools and distance learning which was structured in three areas; synchronous, asynchronous and educational television. Research by the Bertelsmann Stiftung in OECD countries shows that Greece ranks 19th among the 29 countries on policy performance in preparedness and response to the pandemic. This historic crisis challenged democratic norms and institutions in the country, but it has demonstrated resilience, with Greece ranking eighth. Furthermore, according to the Greek Ministry of Education and Religious Affairs, from the beginning of the pandemic crisis the priority was to continue the educational process and maintain close contact of students with their teachers and the educational community. The Ministry of Education and Religious Affairs proposed a new legislation on policy developments for the upgrade of the education system which includes arrangements in reforming school curricula, targeted interventions to enhance educational work, and organizational and improvement at higher education. This paper focuses on how Greece responded to this global challenge in the field of educational policy and the reflexes it showed to cope by adopting educational reforms. To further support this progress, a brief comparison with other countries is presented. The sample population concerns the participation of students and teachers of all educational levels throughout Greece.

Olympia Christina Kalogianni   OlympiaKalogianni@gmail.com   University College London

When: 14 March 2022, 5:40 pm – 5:55 pm

[Poster] Conceptualizing Socioemotional Wellbeing of Children in Humanitarian Contexts: A Mixed Method Study Examining the Role of Teachers and Context

Keywords

Abstract

Background: Socioemotional development (SED) is a critical part of education programming especially for those in emergency/humanitarian contexts. Initiatives catering to the educational needs of children in emergency contexts has been pushing for inclusion of SED in teaching practises. However, such programs have rarely drawn upon localized understanding of SED or incorporated teacher perspectives, especially in African humanitarian contexts.

Aim: This dissertation relies on a pragmatist epistemological lens to investigate understanding and assessment of SED in African humanitarian interventions. By emphasizing teacher variables that might influence child academic and non-academic outcomes, I aim to highlight the vital role of collaborating with local teachers when implementing interventions. The objective is to create a context-specific socioemotional development framework informed by teachers. To achieve this, I ask:

RQ1: How has socioemotional development in children been conceptualized and measured in the literature on interventions conducted within emergency/humanitarian contexts?

RQ2: What teacher factors are associated with the socioemotional development and academic outcomes of children in humanitarian contexts in Niger and Democratic Republic of Congo?

RQ3: How do teachers in the Democratic Republic of Congo conceptualize the socioemotional skills they understand as important for children to develop and succeed in school?

Methods: 1) A mixed-method systematic review of research in humanitarian contexts on the African continent 2) a quantitative secondary data analysis

examining teacher variables in relationship to child outcomes in two humanitarian contexts (DRC and Niger), and 3) A mixed-method observational study in the DRC to understand how teachers conceptualize and incorporate socioemotional skills in their pedagogical practices.

Annette Riziki   annette.riziki@linacre.ox.ac.uk   University of Oxford

Day 1 Session 10 (5:10 pm – 6:10 pm)

When: 14 March 2022, 5:10 pm – 5:25 pm

A Qualitative Study of Privately-Run Migrant Schools in Guiyang: How They Are Perceived by Staff in Relation to Migrant Children's Development

Keywords
privately-run migrant schools, internal migrant children, school staff, education inequality, social justice

Abstract
Privately-run migrant schools (PMSs) are the sole educational provision for 2.03 million internal migrant children in China. Instead of studying PMSs in highly developed cities, this project focuses on schools in a relatively poor but burgeoning city – Guiyang, which has historically been seen as a place of outflow of migrants. However, since a new national policy, aiming to invest more in western cities, came into place in 2010, Guiyang has attracted more migrants due to its rapid development. This study explores how PMSs are perceived by staff in relation to migrant children's development. Data collected comprises questionnaires, observation field notes, and semi-structured interviews, with 25 staff across 16 participating PMSs. Findings from thematic content analysis of transcripts and field notes identified three main themes. Firstly, PMSs have been a kind of compensation for migrant children. They have filled a gap, over the past 33 years in Guiyang, where there has been an absence of state educational provision for migrant children. Staff suggested that PMSs significantly benefit students' physical, social and psychological development. Secondly, challenges that staff face reflect the demographic, social, economic, political and cultural conditions in which PMSs are situated. Thirdly, many factors that contribute to roles PMSs play and challenges they face are interrelated and are part of wider and more complex issues. Thus, social justice is an important goal for this research, aiming to highlight the circumstance of migrants and people working with them while bearing in mind that a nation's citizens are its most valuable resource.

Yao Wang   yaowang1012@yahoo.com   Newcastle University

When: 14 March 2022, 5:25 pm – 5:40 pm

Betel Nut Use and Education Outcomes for Young Learners in Papua New Guinea

Abstract
Betel nut is the fourth most consumed psychoactive substance in the world and is chewed by more than 600 million people every day (mainly in South Asia, Southeast Asia, and the Pacific islands). It creates a temporary sense of euphoria in the user but is highly addictive and carcinogenic. In Papua New Guinea, where betel nut chewing is a socially accepted habit, children commonly start chewing at the age of 11 but may start as early as 4 and approximately 38% of children in elementary schools of Papua New Guinea chew betel nut.

New research using fMRI scans suggest a profound deficit of executive function and altered functional connectivity in habitual chewers. Though such adverse cognitive impacts of prolonged chewing are increasingly well documented, little is known about how chewing affects the executive function of young children or their ability to learn new concepts and retain information. This ongoing study aims to understand the relationship between chewing betel nut and education outcomes, identify if this relationship differs by gender or age, assess if there is a clear pathway of causality and finally, recommend interventions that are likely to reduce prevalence rates for chewing among young students.

Kabira Namit   kabira.namit@gmail.com   University of Oxford

When: 14 March 2022, 5:40 pm – 5:55 pm

Exploring the Phenomenon of Stay-In-School Parents for Inclusion of Children With Intellectual Disabilities in China

Keywords

Abstract

Inclusive education as a humanistic approach to educating children with disabilities within mainstream classrooms with appropriate supports rapidly gains popularity across the world. Parental involvement plays a vital role in child education and inclusion. There is an expanding social phenomenon in China that some parents serve as full-time para-educators for their children with intellectual disabilities in mainstream classrooms due to the scarcity of specialist professionals. They are known as "stay-in-school parents". The phenomenon may cause over-reliance, imbalance of the family system and disturbance for teaching and learning.

Limited research studies have investigated the phenomenon and its resulting consequences. This study will address the current gap with three hierarchical research questions, namely (1) what are the daily experiences of stay-in-school parents in supporting their children in classrooms; (2) what are key stakeholders' attitudes towards the phenomenon of stay-in-school parents (e.g. principals, teachers, other parents); and (3) what are the resulting consequences of the "stay-in-school parents" phenomenon. This study will recruit 20 stay-in-school parents having children with intellectual disabilities in primary schools and employ a set of qualitative methods to collect in-depth data on the phenomenon, including classroom observations, interviews, and case studies. The Hoover-Dempsey and Sandler's (1995) model of parental involvement will be used as the theoretical framework to guide the research. The findings will depict the phenomenon of stay-in-school parents and analyse the resulting consequences in-depth. It may help parents, educators, and policymakers to better support inclusion within resource-strained schools.

Xinqian Jiang   xinqian.jiang@education.ox.ac.uk   University of Oxford

When: 14 March 2022, 5:55 pm – 6:10 pm

Education Reform Going Rogue? Understanding the Liberal Studies Controversy in Post-Handover Hong Kong

Keywords

Abstract

This presentation addresses the research question: How did the Liberal Studies (LS) controversy impact educational policies in Hong Kong? LS was introduced in 2009 as a compulsory secondary school subject. It was portrayed by policymakers as a school subject that promotes critical thinking through a modularized curriculum and student-oriented pedagogy. Moreover, LS was public exam-oriented and formed part of the university admission requirements. However, LS was recently abolished in late 2020 and was recast as Citizenship and Social Development in early 2021. In this study, I adopted qualitative methods, including documentary analysis and semi-structured interviews with twenty LS teachers. I argue that the LS controversy needs to be understood in the context of Hong Kong's handover of sovereignty from Britain to China in 1997. Analysis of policy documents suggested that the promotion of critical thinking through LS was primarily driven by the post-handover government's need to dissociate itself from its colonial predecessor and to enhance the international outlook of the educational system. Meanwhile, interview data showed that, despite some practical challenges, LS raised students' social awareness and made the school curriculum more relevant to students' daily-life experiences. Nevertheless, the increasing political polarization in the 2010s provided an opportunity for the post-handover government to legitimize the need to introduce national education through abolishing LS. The LS controversy thus raised grave concerns over the future of education reform as it appeared that the promotion of critical thinking would now be subdued under the priority of cultivating uncritical loyalty to the country.

Adrian Kin Cheun Yan   kin.yan.18@ucl.ac.uk   UCL Institute of Education

Concurrent Sessions (Day 2)

Day 2 Session 11 (11:10 am – 12:00 pm)

When: 15 March 2022, 11:10 am – 11:25 am

The Effects of English Connected Speech Processes on Adult Learners' Speech Perception

Keywords
connected speech processes, English as a second language, speech perception

Abstract
Turning speech sounds into meaningful units for comprehension involves complex cognitive mechanisms that are informed by different domains of linguistic knowledge. This intuitive procedure becomes an aggravating challenge when we are dealing with a second language. While international students and professionals come to English speaking countries with generally adequate communication abilities, many firstcomers and even rather experienced ones are often confounded when listening to native speakers particularly in social contexts where speech styles tend to shift towards the casual end. Past research has shown that one source of this common struggle is the failure to decode connected speech processes (CSPs), which refer to the differences between dictionary pronunciation and natural pronunciation used in day-to-day conversation. To investigate the perceptual difficulties (viz. listening) experienced by adult native Mandarin speakers learning English as a second language in the UK, this research tentatively comprises three phases of study: (1) problem identification, which aims to pinpoint CSPs that impinge on adult learners' perception of connected speech; (2) lab intervention, which aims to test general learnability and teachability of CSPs; (3) classroom intervention, which aims to compare the effects of different approaches to teaching CSPs. Assessment methods will mainly be based on the intelligibility and comprehensibility framework, which are measured by transcription task and self-rated experiential scores respectively, supplemented by semantic knowledge check (meaning identification) and general listening comprehension as two potential covariates. Data will be analyzed quantitatively using ANCOVA and repeated measures ANOVA.

Shuo-fang Liang   shuo-fang.liang@seh.ox.ac.uk   University of Oxford

The Roles of Segmental and Suprasegmental Phonological Awareness in Chinese Text Reading Comprehension Among Students Who Are d/Deaf and Hard of Hearing

Keywords

segmental phonological awareness, lexical tone awareness, sight word reading, Chinese text reading comprehension, students who are d/Deaf and hard of hearing

Abstract

Research Questions: The current study aimed to explore how segmental and suprasegmental phonological awareness contributed to text reading comprehension among Chinese students who were d/Deaf and hard of hearing (d/Dhh).

Description of sample population: The participants were 146 Grades 3 to 9 Chinese students who were d/Dhh.

Overview of topic/theoretical framework: The importance of segmental and suprasegmental phonological awareness in reading comprehension development has been highlighted in the automaticity theory (LaBerge & Samuels, 1974; Samuels, 1994), which posits that well-specified phonological skills facilitate the automaticity of word decoding by that more cognitive resources are free-up from lower-level processing (word decoding) to higher-level processing (e.g., reading comprehension). This notion has been supported by the empirical studies of hearing children, showing that segmental and suprasegmental phonological awareness are positively correlated with Chinese text reading comprehension. However, it remains unclear that how these phonological awareness contribute to text reading comprehension among children who are d/Dhh.

Summary of Methods/Analysis: The participants were assessed on Chinese onset and rime detection, Chinese lexical tone identification, word reading, text reading comprehension, nonverbal intelligence, and working memory. Path analyses were conducted to examine the direct and indirect contributions of segmental and suprasegmental phonological awareness to Chinese text reading comprehension.

Report of Findings: After controlling for age, grade, nonverbal intelligence, and working memory, path analyses showed that segmental phonological awareness contributed directly and indirectly (via word reading) to text reading

comprehension, while suprasegmental lexical tone awareness contributed indirectly to text reading comprehension via word reading. These findings suggest that the educational practitioners should underscore the phonological training in reading development, and segmental and suprasegmental phonological awareness may have different pathways to Chinese text reading comprehension among Chinese students who are d/Dhh.

Qinli Deng   qinlideng@gmail.com   University of Hong Kong
Shelley Xiuli Tong   xltong@hku.hk   University of Hong Kong

Relative Clauses in Written Hong Kong English: A Corpus-Based Study

Keywords

relative clauses, Hong Kong English, corpus linguistics

Abstract

Relative clause (RC) is a language structure that appears in the English language curriculum in second and foreign language contexts across the globe. For all the prominence of such a language structure in the curriculum, Cantonese-English learners in Hong Kong appear to possess substantial difficulty in their development of English RCs.

Following up Gisborne (2000)'s study on relative clauses in Hong Kong English, the present corpus-based study of relative clauses in written Hong Kong English possesses both developmental and sociolinguistic dimensions. On one hand, it aims at investigating to what extent three hypotheses explicating second language development of English relative clauses, videlicet the Keenan and Comrie (1977)'s Noun Phrase Accessibility Hierarchy, Kuno (1974)'s Perceptual Difficulty Hypothesis, and Hamilton (1994)'s Subject-Object Hierarchy Hypothesis, are supported by data of written Hong Kong English respectively as well as significance of the three hypotheses in English language education in Hong Kong. On the other hand, it is intended to examine quantitative and qualitative differences between relative clauses in written Hong Kong English as well as those in written British English as well as significance of such differences in English language education in Hong Kong.

Primary language data of relative clauses were collected from written components of the International Corpus of English – Hong Kong (ICE-HK) and the International Corpus of English – Great Britain (ICE-GB). Frequencies of occurrence and syntactic structures of distinct types of relative clauses were computed and analysed respectively. Knowledge on Cantonese-English learners' development of RCs and that on RCs in written HKE are expected to inform second language grammar instruction.

Chi Wui Ng   ngchiwui@link.cuhk.edu.hk   Chinese University of Hong Kong

Day 2 Session 12 (11:10 am – 12:00 pm)

When: 15 March 2022, 11:10 am – 11:25 am

[Poster] Influences of Literature-To-Film Adaptations in TEFL Undergraduates' Reading Interest

Keywords
EFL reading identity, EFL reading interest, Extensive reading, Literature-to-film adaptations, TEFL reading experiences

Abstract
A substantial body of research suggests there is a close connection between motivation, self-efficacy and reading abilities and attainment in a first and second language (Wigfield et al., 2004; Wigfield & Eccles, 2000). This means that learners who perform poorly in reading in their first language might not only be due to the limited opportunities given to develop their reading skills, but also potentially due to their low reading self-efficacies (Bandura, 1977; Wigfield et al., 2004) and little enjoyment in their reading process. Hence, it has been reported that students who enjoy reading perform better than those who do not (Mol & Jolles, 2014). Due to the little research that has been done to explore EFL learners' extensive reading experiences of interest in connection with their reading identities, motivation, and reading self-efficacies, a doctoral research study is being conducted to investigate the EFL reading identities, motivations to read in English, and EFL reading experiences of interest among two groups (film and no-film) of TEFL Chilean undergraduates who participated in two extensive reading sessions. The film group was invited to watch some scenes of a film adaptation from a short story written in English before reading the written source text, whereas the no-film group was asked to only read the text. This study follows a cross-sectional, mixed-methods research design and aims at answering these research questions: RQ1) How do Chilean TEFL undergraduates perceive themselves as readers of English? RQ2) What are Chilean TEFL undergraduates' motivations to read in English? RQ3) How do the students from the film and no-film groups self-report their interest in reading literary texts? RQ4) To what extent does students' self-reported interest to read literary texts differ between the film and no-film groups? The collected data will be analysed applying Thematic and Narrative analyses.

Valeria Riveros Fuentes   valeria.riveros@york.ac.uk   University of York

[Poster] The Role of Child-Initiated Play in Preschoolers' Development of Self-Regulation

Keywords
child-initiated play, self-regulation, early years education

Abstract
Self-regulation is plastic and changeable in early childhood, but the potential for change is constrained by both biological and environmental processes. Based on the self-determination theory, children's agency and motivation, and communication with others in play were key to self-regulation. The aim of this research was to explore the role of child-initiated play in the development of self-regulation during preschool years through teachers' perceptions. This qualitative study was guided by two research questions: (1) How do child-initiated play related to the development of self-regulation? (2) How do preschool teachers understand child-initiated play, self-regulation, and the relationship between them? Based on the literature on play and self-regulation, a case study design with a small sample size was applied in this research. Twelve teachers from two preschools took the interviews. The findings of this study revealed that teachers viewed child-initiated play as a kind of free exploration based on experience and interest, which provided chances for them to understand children's emotional and cognitive skills related to self-regulation. Through the lens of sociocultural theory, results further suggested that social factors such as the type of preschool, children's gender, and family SES also influenced child-initiated play and self-regulation. In this scenario, child-initiated play providing a sense of control and autonomy should be taken seriously in helping children with the development of self-regulation.

Mengjiao Yang   qtnv809@ucl.ac.uk   University College London

[Poster] How MFL and Italian Lessons Are Perceived by International School Pupils in Italy

Keywords

MFL, Enjoyment, Languages other than English (LOTEs), Linguistic self-concept, International education, Mixed methods

Abstract

Despite growing interest in the impact of Foreign Language Enjoyment (FLE) on motivation in language learning, little research exists on the influence of multilingualism on FLE. As that is especially true of international educational contexts, this mixed methods study used motivational constructs including Dörnyei's Dynamic L2 Motivational Self-System and Gardner's integrative/instrumental distinction to investigate the following research questions at one English-medium international school in Italy:

1. What do pupils think of their Italian (language of societal context) and Modern Foreign Language (MFL) lessons?
2. Do their feelings, language background and self-proficiency rating correlate?

79% of pupils aged 11-14 (N=158) answered questionnaires. Questions covered their enjoyment, and the perceived importance, of Modern Foreign Language (MFL) and Italian lessons. Respondents' home language backgrounds were classified as being monolingual, bilingual or multilingual, and as including or excluding Italian. Pupils also rated themselves as 'good at languages' on a 1-10 scale. Follow-up group interviews were conducted with a subsample of n=46 pupils.

Pupils who speak Italian in the home rated their enjoyment, and the importance, of their Italian lessons more highly than those who do not, and also rated themselves as significantly better at languages than those without Italian at home. Thematic Analysis (Braun & Clarke, 2006) of qualitative data showed additional distinctions between self-concept in Italian and MFL. It is suggested that new arrivals in international schools who do not speak the language of society require more support.

Joanna Rankin   j.e.rankin@outlook.com   University of Oxford

Day 2 Session 13 (12:10 pm – 1:00 pm)

When: 15 March 2022, 12:10 pm – 12:25 pm

The Effect of Orthographic Input on Young Mandarin-Speaking EFL Children's English Vocabulary Learning

Keywords
English as a Foreign Language, orthographic input, vocabulary learning, paired-associate learning paradigm, young learners

Abstract
Studies have shown that orthographic input (OI, word forms) can facilitate vocabulary learning in monolingual children's first language (L1). It has also been found that OI can have a negative effect on adult learners' phonological learning in a foreign language (L2) due to the interference from L1 knowledge. Given that little research has investigated this issue in young L2 learners, this study aims to answer the following main research question: Does the presence of L2 OI affect young Mandarin-speaking EFL children's English vocabulary learning? Seven-year-old EFL children from mainland China will participate in an individually presented online English vocabulary learning task. Participants will learn two sets of six real, novel, monosyllabic English words through a paired-associate learning paradigm on two consecutive days. In this repeated measures design, one word set will be learnt with OI present and the other without. To investigate whether children's English vocabulary learning will be influenced by their knowledge of L1 Pinyin, a Roman alphabetic system used to facilitate Chinese characters learning, each word set will include: (1) control words, which exist only in English (e.g., vet); (2), interlingual homographs with similar pronunciations in L1 and L2 (e.g., pan); and (3) interlingual homographs with different pronunciations in L1 and L2 (e.g., tun). After learning, children will be given immediate and delayed post-tests. Data will be analysed using linear mixed-effects model and error analysis. The findings will have pedagogical and theoretical implications for young EFL learners who are concurrently learning two phonological systems and three writing systems.

Renyu Jiang   renyu.jiang@education.ox.ac.uk   University of Oxford
Robert Woore   robert.woore@education.ox.ac.uk   University of Oxford
Victoria Murphy   victoria.murphy@education.ox.ac.uk   University of Oxford

When: 15 March 2022, 12:25 pm – 12:40 pm

The Impact of Multi-Word Units in Early Foreign Language Learning and Teaching Contexts. A Systematic Review

Keywords

multiword unit, formulaic language, foreign language teaching, primary school, young learners, systematic review

Abstract

L2 research has shown that multi-word-units (MWUs) are key catalysts of children's L2 development (Myles et al., 1999). Congruously, curricula acknowledge the importance of MWUs in children's L2 learning trajectories (e.g. KMBW, 2016) and MWUs are considered crucial in L2 classrooms (Kersten, 2015). Indeed, following from findings illustrating that primary school children's L2 learning outcomes lack verb and structural knowledge (Engel et al., 2009), researchers have argued for the implementation of MWUs in the L2 input to optimize proficiency outcomes. Although there have been initial promising scientific efforts in this direction (Kostka, 2020), a selective review of research yielded comparatively little work in this area, indicating that the effectiveness of MWU classroom instruction on children's proficiency development is still under-researched.

To provide an appropriate foundation for further work, it is critical to gain a comprehensive understanding of the extant work. The incentive of the current review, then, is to systematically report the state of the art of research regarding the impact of MWU instruction in early L2 teaching contexts. This pre-registered review (Schulz et al., 2022) covered English, German and French literature on typically developing monolingual children aged 5 to 12 learning a foreign language in instructed teaching settings. As a result of blinded in-/exclusion processes of 1673 papers by two independent researchers, three papers conformed to the inclusion criteria. These papers will undergo in-depth quality- and content-analysis. Relevant results will be presented and discussed with respect to reporting on the state of the art of research in this area.

References:

Engel, G., Groot-Wilken, B., & Thürmann, E. (2009) (Eds.). Englisch in der Primarstufe – Chancen und Herausforderungen. Evaluation und Erfahrungen aus der Praxis. Berlin: Cornelsen.

Kersten, S. (2015). Language Development in Young Learners: The Role of Formulaic Language. In J. Bland (Ed.). Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds, pp. 129-146. London: Bloomsbury.

(KMBW) Ministerium für Kultus, Jugend und Sport Baden-Württemberg (2016). Bildungsplan der Grundschule. Englisch (ab Klasse 3/4). https://www.bildungsplaene-bw.de/site/bildungsplan/get/documents/lsbw/export-pdf/depot-pdf/ALLG/BP2016BW_ALLG_GS_E34.pdf (last access: 21.01.2022).

Kostka, N. (2020). Produktives Sprechen im Englischunterricht der Grundschule: Eine empirische Studie zur Bedeutung formelhafter Sequenzen. Giessen: University Library Publications.

Myles, F., Mitchell, R. & Hooper, J. (1999). Interrogative chunks in French L2. A basis for creative construction? SSLA 21, 49-80.

Schulz, J., Hamilton, C., Wonnacott, E. & Murphy, V. (2022). The impact of multi-word units in early FL learning and teaching contexts. Protocol for a systematic review. International Database of Education Systematic Reviews. https://idesr.org/#searchlibrarydetailspage (last access: 21.01.2022).

Johannes Schulez   johannes.schulz@education.ox.ac.uk   University of Oxford
Catherine Hamilton   catherine.hamilton@education.ox.ac.uk   University of Oxford
Elizabeth Wonnacott   elizabeth.wonnacott@education.ox.ac.uk   University of Oxford
Victoria Murphy   victoria.murphy@education.ox.ac.uk   University of Oxford

When: 15 March 2022, 12:40 pm – 1:00 pm

Learning to Spell: What Can Help Us Achieve Better Spelling?

Keywords
Language learning, Spelling development, Artificial orthography

Abstract
Reading and writing are fundamental skills that one must acquire in order to succeed in modern societies. Not only is it inevitable in our daily life, but it is also important to how we communicate with others. Among many factors that contribute to reading and writing, spelling is a critical component.

Existing research that examines spelling development has highlighted the crucial role of phonology (i.e., the sounds of words) when children and adults acquire the written form of the language. Specifically, they argued that correct spellings can be achieved if spellers are aware and familiar with the connections between individual sounds and meaningful lexical units. However, more recent research proposed that phonology is not the only factor that facilitates spelling development. Aspects such as morphology (i.e., the formation of words from meaningful parts) and graphotactics (i.e., spelling rules which dictate the order and arrangement of letters in words) are also important cues that can help children and adults learn the written form of a language.

Given the limited experimental studies exploring these factors, this proposed study will investigate the importance learners place on different factors such as graphotactic and semantic when learning writing systems. Native English-speaking adults will learn and later be tested on an artificial orthography that is statistically controlled and designed. The ultimate aim of the study is to uncover the mechanism of spelling development and advise educators and language teachers on their pedagogical practices in language teaching.

Sin Hang Law   nicole.law@stx.ox.ac.uk   University of Oxford

Day 2 Session 14 (12:10 pm – 1:00 pm)

When: 15 March 2022, 12:10 pm – 12:25 pm

Seeing the Impact of COVID-19 for Rural School Children in Kazakhstan: A Photovoice Study Exploring Digital Literacy and the Digital Divide

Keywords
Digital Divide, Rural Communities, Art-based research, Community-based participatory research, Photovoice

Abstract
The COVID-19 pandemic crisis exacerbated inequalities in education. Socio-economic status and geographical location of a student has been an underlying factor behind the educational inequalities in Kazakhstan. According to the Minister of Education and UNICEF Kazakhstan (April 22, 2020) 300,000 children didn't have access to technology and 7398 schools transitioned to distance learning mode (Information and Analytical Center, 2020). Transitioning to distance learning revealed the digital inequalities in education, such as lack of devices, quality of internet connection, and low digital literacy skills. The pandemic has impacted 1.6 billion students worldwide, affecting 94 percent of the total population of the students and 99 percent of the students from low income families through school closures and transition to remote learning (UN, 2020).

The purpose of this study is to see the impact of COVID-19 for rural schoolchildren in Kazakhstan through an arts-based, community-based research method (CBPR) --photovoice and answer following research question: How did schoolchildren from rural Kazakhstan experience distance learning during the COVID-19 pandemic?

Photovoice is one of the qualitative methods utilized in CBPR that allows participants to use photography and their stories to describe and represent challenges they experience (Latz, 2017). In this study, seven schoolchildren from rural Kazakhstan participated as co-researchers and actively engaged in the research processes, such as data collection, analysis and sharing of the findings.

This session will discuss the phenomenon of digital inequality and showcase the process of conducting social justice research to positively impact communities.

Gulnaz Kordanova   kordanova.gulnaz@gmail.com   Nazarbayev University
Anna Cohenmiller   anna.cohenmiller@nu.edu.kz   Nazarbayev University

Being Student in Pandemic: Stories of Rising Voices From Home

Keywords
middle school, student, homeschooling, online education, Turkey, story, voice

Abstract
The purpose of this research is to explore what middle school students have experienced in the home education process during the pandemic in Turkey, through the stories they wrote. We have a historical perspective and intend to explore the very recent past (only 1.5 years' experience), so we prefer to use stories as a data collection tool. Approximately 30 middle school students who are studying at a public middle school in Aksaray province in Turkey will participate in the research. In this respect, we will ask to write stories from students about what they experience, how they see home education, whether they find the process effective, which platforms they attend the courses, what kind of activities they participate in, how they communicate with their teachers, their experiences in the distance education process, and what they think the advantages and disadvantages of distance education. In these stories, we will focus on the changing meanings of the concepts of school, teacher, home, and friend before and during the pandemic. We will evaluate the stories with the narrative analysis method. We will reveal the similar and different aspects of the narratives with analysis. This comparison will strengthen the reliability and consistency of the research. Thus, we will try to understand the students' experiences in the 1.5 years by stories. Although the pandemic is not over yet, students continue to school face-to-face in Turkey. Therefore, these stories and memories which are still fresh in students' minds will help to the possible emergency distance education or home education designs that will be encountered in the future.

İlker Dere   idere@erbakan.edu.tr   Necmettin Erbakan University
Emine Demirci   emine.demirci@asu.edu.tr   Aksaray University

When: 15 March 2022, 12:40 pm – 1:00 pm

Heroes or Villains? An Analysis of the Portrayal of the Teaching Profession in Front Page Headlines From English Tabloid Print Newspapers During the COVID-19 Pandemic

Keywords

Teachers, Mental Health, Well-being, Covid-19 pandemic

Abstract

Studies of teachers' experiences in England during the Covid-19 pandemic found that teachers believed their profession was negatively portrayed by the media, leading to a lack of feeling valued by society. The perception of negativity in the media towards the teaching profession has been identified as a contributing factor to a general decline in teachers' mental health and well-being during the pandemic. This study aims to answer the research question: How did the frontpage headlines of newspapers in England portray teachers and schools during the Covid-19 pandemic? A selection of nine English print tabloid newspapers, from a range of positions on the political spectrum, were chosen for inclusion in the study. Frontpage headlines, related to both the pandemic and either schools or teachers, were identified during the period of March 2020 to January 2022. These headlines were recorded by date and by newspaper. The headlines were qualitatively analysed using content analysis to identify words or phrases which indicated themes. The frequency of the relevant headlines was also recorded by month, newspaper, and political stance of the paper. Data were compared to a timeline of key COVID-19 related events, such as when schools closed to most pupils. The study found both explicit and subtle instances of the teaching profession being portrayed in a negative way, creating a culture of blame rather than support. However, teachers were not the only groups to be portrayed in this way, with teaching unions, doctors, and the government also being highlighted by the headlines.

Laura Oxley   lo256@cam.ac.uk   University of Cambridge
Lisa E Kim   lisa.kim@york.ac.uk   University of York

Day 2 Session 15 (3:10 pm – 4:00 pm)

When: 15 March 2022, 3:10 pm – 3:25 pm

Whispered Revolutions in English Education: Equity, Subversion, and Personal Safety in Oppressive Communities

Keywords
social justice, subversive techniques, teacher perspectives

Abstract
"There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom" (Freire).

In the United States, many teachers currently work within worlds of political oppression, censorship, and conflict. With parents, politicians, students, and administrators fighting for control of curriculum-- determining the canonical 'knowledge of the powerful'-- teachers on the front lines balance on a fragile teeter totter of American politics within their own classrooms and identities. Even in 2021, practitioners have been fired for marrying partners of the same sex, bullied for supporting marginalised students, and made into media spectacles for teaching accurate histories. Needless to say, for teachers in the United States, even with little power-- and low salaries-- comes great responsibility, a responsibility to developmentally nurture students into critically-thinking, global-minded young adults with foundational curricular skills while acknowledging the needs and wants of the surrounding communities. Often, this is done with the caveat that their careers, reputations, mental health, or even safety could be at risk for challenging the surrounding intolerance.

As a former middle school English teacher both in the US and abroad, my research investigates how ELA teachers in conservative areas can subversively teach social justice concepts (affirm their marginalized students and expose their privileged students) while maintaining their jobs, reputations, and personal safety. I posit that this is not only done through curriculum topics, but through artifacts, technologies, student-teacher relationships, language, space, and other means.

While this project is still in its developmental stages, a proposed methodology will incorporate gathering and analysing semistructured interviews, emails, voice notes, and contextual materials from six English teachers, each within a different region of the United States, throughout the duration of a school year. The

subsequent analysis will be done via thematic discourse analysis under a CHAT and Figured Worlds framework through participant-created categories.

Alexa Muse   alexamuse729@gmail.com   University of Oxford

Using the Pupil Premium Fund to Raise Attainment and Progress of Disadvantaged Pupils

Keywords

Abstract
There are many assumptions made by policymakers on intelligence and attainment, especially when related to disadvantaged pupils, where often 'disadvantage' is incorrectly conflated with other variables. Pupil Premium (PP) refers to the funding, separate to a school's main budget, that the Department for Education (DfE) have attached to disadvantaged pupils to improve their academic outcomes. Accountability measures in place in schools, where school leaders decide on the strategic deployment of the PP fund attached to these disadvantaged pupils, are directed by policy which are argued to alienate some disadvantaged pupils. Small-group intervention has widely been found to positively impact the attainment of pupils but is often used to drive the attainment of low achieving PP pupils, only. There is currently a gap in academic research around the use of the PP fund to fund small-group intervention by way of a tuition centre linked to a school that is governed by either a Multi-Academy Trust (MAT)/Local Authority (LA), to positively impact all disadvantaged pupils of all abilities, by way of strong governance and regulation. The current study considers the viewpoints of three key stakeholders (Senior Leadership Team, teaching staff and pupils) when examining how a school in a highly deprived community, with budgetary constraints, deploys the fund. It shows how small-group intervention positively impacts attainment outcomes of both low attaining and higher attaining PP-eligible pupils. A mixed method approach - both qualitative and quantitative – were used to elicit meaningful experiences from participants, combined with tangible quantification of impact of the interventions by means of 'exit' data, post-intervention. Recommendations are made to policymakers to increase the regulation of private tuition centres, where best-practice becomes mandatory on them with stronger regulation, such as means-tested schemes that increase accessibility to quality tuition for families in disadvantaged dispositions. However, for policymakers to also incentivize the creation of these centres for Multi-Academy Trusts and Local Authorities, for their schools, that reflect the rigorous practice and policies in their organisations. This multidisciplinary approach will allow the country to take control of the multi-billion-pound tuition market, ensuring high value-for-money where the

MAT or LA attached tuition centres contribute significantly to the closing of the longstanding 'attainment gap' between PP and non-PP pupils, nationally.

Nabil Jamil   Nabilaslamjamil@gmail.com   Star Academies

When: 15 March 2022, 3:40 pm – 4:00 pm

Biomythography and Autobiography as Resistance: Audre Lorde and Jo Hamya's Fictional Women of Colour as Self-Narrative and Activism In/Against the Academy

Keywords

Abstract

Western higher education is plagued by its colonial and imperialist historical foundations whose legacies continue to harm marginalized communities, specifically women of colour, who engage with and work in modern academic environments. Using critical literary analysis, this paper examines two fictional works, Zami: A New Spelling of My Name by Audre Lorde and Three Rooms by Jo Hamya, written by racialized women authors and analyzes their respective commentaries on whiteness, education, and embodiment in conversation with recent feminist education and activism research (Lorde, 1982; Hamya, 2021). I argue that the experiences of women of colour represented in these novels underscore the need for intersectional reform in the Western academy that values and centres the labour of racialized women and dismantles the ongoing consequences of systemic white supremacy that shape our collective interactions (Gutiérrez y Muhs, Niemann, Gonzalez & Harris, 2012; Najmabadi, 2008). The radical reforms needed to transform the Western academy into a nurturing, intellectually nourishing environment for women of colour have yet to be implemented in our present. Lorde and Hamya's works in particular highlight the insidious language of misnaming in relation to our semantic choices (for example, naming someone as "BAME"), and the hostility of silence on the part of performative allies as we strive for systemic change. We can learn from Lorde and Hamya's biomythography and autofictional works to create a methodology of "retrospective autoethnography" that imagines a decolonial new university (Bell, Canham, Dutta, & Fernández, 2020). Education scholar K. Wayne Yang, also known as la paperperson, wrote that "a third university is possible" - one that values and holds the inherent knowledge of marginalized communities in high esteem (la paperperson, 2017). It is through interrogating the intersections of one's personal and political narratives, particularly that of multiply marginalized women of colour, and resisting the neutrality falsely claimed by white supremacist, neoliberal institutions like the academy that we can begin to build a new university founded on liberation and solidarity in our collectives.

Georgia Lin   georgia.lin@linacre.ox.ac.uk   University of Oxford

Day 2 Session 16 (3:10 pm – 4:00 pm)

When: 15 March 2022, 3:10 pm – 3:25 pm

The Effects of Growth Mindset and Emotions on L2 Writing Performance

Keywords

ESL writing, growth mindset, writing enjoyment, writing anxiety, Chinese socio-cultural context

Abstract

Growth mindset (GM), defined as an individual's perception that intelligence is malleable, has caught research attention because it facilitates learning in many contexts. Taking a step further, this study investigates the relationships between growth mindset, L2 writing emotions (enjoyment and anxiety) and writing performance. Data were collected from 589 twelfth-grade students in mainland China, with a highly demanding education system that potentially created stress for students. Instruments included a self-report questionnaire for examining GM and emotions, and a continuation writing task for writing performance. We computed structural equation models for data analysis. Our preliminary results showed that although GM was associated positively with enjoyment and negatively with anxiety, only anxiety significantly affected L2 writing performance. There was a significant indirect path from GM to writing performance via writing anxiety, and not via writing enjoyment. These findings suggested that Chinese students could turn anxiety into a facilitative force when supported by a GM. Chinese socio-cultural contexts, including Confucian heritage and competitive educational system were insightfully discussed. Pedagogical implications were provided, such as fostering GM and advocating social-emotional learning.

Jiahuan Zhang	jz525@cantab.ac.uk	University of Hong Kong
Choo Mui Cheong	cheongcm@hku.hk	University of Hong Kong
Yuan Yao	yaoyuan_84413@163.com	Huaihua University

When: 15 March 2022, 3:25 pm – 3:40 pm

What Shapes Students' Judgments About Academic Dishonesty? Results From the Vignette Study on British and Russian Students

Abstract
This research tries to answer the question, which factors influence students' judgments about academic dishonesty? Scholars find that the learning environment, teaching and classroom context, and students' personal qualities affect judgments on academic misconduct (Jensen et al., 2002; Lim & See, 2001; Murdock et al., 2007; Stephens et al., 2007). However, little is known about the facets of these evaluations. If a student thinks that the act of cheating is unacceptable in a certain context, will they perceive the same act as unfair or dishonest? Borrowing from Elliot Turiel's Social Domains Theory, I will investigate the coordination between different domains in judgments toward misconduct in academic contexts. To answer the research question, I will apply the vignette experiment for two main reasons. 1) It allows providing a conclusion on causation. 2) Vignettes will reduce the topic's sensitivity by introducing an abstract protagonist. The following factors will be manipulated within the vignettes" experimental design: protagonist's characteristic (chronic vs spontaneous cheater), type of assignment (dissertation vs term-paper vs formative essay), and type of misconduct (cheating vs plagiarism). After each vignette, participants will assess the level of dishonesty and unacceptability in each situation as well as the severity of a punishment that a protagonist should expect. The study will be conducted on first-year undergraduate students from one British (Oxford University) and one Russian (Higher School of Economics) university. The participation will be voluntary.

Iurii Shliakov   yuvshlyakov@edu.hse.ru   University of Oxford

When: 15 March 2022, 3:40 pm – 4:00 pm

An Evaluation of Verbal Persuasion as a Factor Which Contributes to Trainee Teachers' Self-Efficacy in Teaching Mathematics

Keywords

Abstract

This presentation summarises the findings of an MA Education thesis. The purpose of the study was to evaluate primary trainee teachers' self-efficacy for teaching mathematics as it relates to Bandura's theory of self-efficacy (1977). Using this model, the research evaluates factors that contribute to trainee teachers' self-efficacy; using questionnaires and interviews it explores the impact of teacher training upon self-efficacy and compares academics' and trainees' perceptions of trainees' self-efficacy for teaching mathematics.

The study draws upon Bandura's (1977) definition of self-efficacy, presenting four key sources of self-efficacy, including enactive mastery experience, vicarious experience, verbal persuasion and affective states. This presentation focuses upon verbal persuasion by analysing mentor-driven feedback and self-talk as influences of self-efficacy.

Employing ethnographic and interpretivist methodologies, this study offers a credible and trustworthy account of participants' experiences (Guba, 1981). The sample was drawn from primary PGCE trainee teachers (n=19) and primary PGCE lecturers with a specialisation in mathematics (n=5) from five ITE providers in England.

Through deductive coding, as related to Van Dinther et al's (2011) adaptation of Bandura's model of self-efficacy, findings indicated that the role of a mentor as a role model, professional support, and emotional states associated with both learning and teaching mathematics, supported self-efficacy. ITE offers opportunities for trainees to reflect upon their self-efficacy by developing professional knowledge and opportunities to practicalise theoretical knowledge during school-based placements and transition into teaching.

Beth Garrett   beth.garrett@northampton.ac.uk   University of Northampton

Day 2 Session 17 (4:10 pm – 5:00 pm)

When: 15 March 2022, 4:10 pm – 4:25 pm

Challenges for Implementation of Multilingual Language Policy Primary Schools Across India: A Comparative Study of Four Indian States

Keywords
implementation of multilingual policy, School system in India, India

Abstract
India is a multilingual country holding the fourth rank in the world in terms of linguistic diversity. The school system in India offers three languages as the subject (as per the three language formula according to NEP 2020.). However, the decentralized nature of the school systems across all the states in India and the different regional languages raises challenges for the implementation of a multilingual approach across the nation. This paper is an attempt to answer the research question of what are some of the implementations of language policy in public and private schools? and what are the alternatives to overcome these challenges? The study uses the policy implementation framework in view of capacity building. The qualitative approach will be used in the study to capture the contextual issues and challenges of four states (Gujarat, Bengal, Tamil Nadu, and Utter Pradesh) which are located in the four different directions of the country. The data will be collected from teachers and school leaders through in-depth semi-structured interviews. The data analysis will be using thematic analysis. The findings of this study will help the government of each of these states to overcome the challenges of implementation of language policy in schools and provide deep insight for capacity building for effective implementation.

Pinal Mehta   pinalpmehta@gmail.com   University of Oxford

A Critical Policy Analysis to the Indian National Educational Policy (NEP) 2020 Analyzing Globalization and English Language in the K-5 School Education in Pedagogical and Curricular Context

Keywords

Policy Borrowing, India NEP 2020, Pedagogical and Curricular Perspectives, English Language

Abstract

The recent release of the Indian National Education Policy (NEP) 2020 envisions a significant transformation in the school system with 21st-century education ensuring a global positioning of the Indian education system. In view of the proposed pedagogical, curricular, and structural reforms in the Indian School education system K-5 in the NEP 2020. The paper aims to analyse the influences of globalization in education, particularly in policy borrowing and the English language's role as a lingua franca and medium of instruction in a culturally linguistically diverse (CLD) Indian school education system. With the nuances of policy re-thinking in globalization in education, the paper aims to analyse a) policy borrowing and policy learning in the NEP 2020 and b) the positioning of the role of the English language in K-5 school education. A document analysis drawn from Critical Policy Discourse (CDA) approach and focus group approach is employed to analyse India's National Education Policy NEP 2020. The policy analysis in a complex education system like India suggests balancing the local, national, and global education in a culturally linguistically diverse nation. It warrants research on developing resources for multilingual learners in disseminating the proposed pedagogical and curriculum reforms. Drawing from this analysis, consequently, a need to understand pedagogical and curricular perspectives from the teacher's point of view will be the next step in this study

Jyoti Senthil   jyoti.senthil@gmail.com   University of Bath

When: 15 March 2022, 4:40 pm – 5:00 pm

Social Justice Discourses in the Spanish Education Law "La Ley Celaá:" A Frame Analysis

Keywords
social justice, education policies, diversity, Spain, frame analysis

Abstract
This paper analyses the educational law, the LOMLOE or La Ley Celáa (2021) in Spain, unpacking its social justice and "diversity" claims. This research examines how social justice is conceptualized, and how minoritized cultures, languages, and communities are framed. This research deploys frame analysis (Goffman, 1974) to examine education and language discourses. Frame analysis identifies dominant frames present in La Ley Celáa, its connections with language and political ideologies, and what educational actions are legitimized and delegitimized (Viesca, 2013). Ongoing analyses of the current legislation illustrate how progress has been made with regards to the previous policy, the LOMCE (2014); however, concerning issues are likewise exposed. La Ley Celáa, as its predecessor, continues to uphold a neoliberal paradigm rooted in accountability and data driven mechanisms as measures for student achievement. La Ley Celaá fails to address structural barriers, such as racism, heterosexism, and other intersecting oppressions that minoritized students face in public schools. Instead, Social justice is broadly framed as an equitable access to quality public education, and the inclusion of a gender perspective on the curriculum and teacher training. Institutionalized racism continues to be overlooked under diversity calls that focus instead on (dis)ability and special education. Bilingual and multicultural indeed calls permeate the new law, and co-official languages, such as Galician, Catalan, and Basque, are embraced as cultural markers; however, bilingual education for minoritized non-Spanish students, such as refugees from Arabic-speaking states, remains unaddressed. Ultimately, this work urges legislators to collaborate locally, and embrace anti-racist and intersectionality educational frameworks.

Rocío Sánchez Ares   rsanchezares@gmail.com   Tufts University

Day 2 Session 18 (5:10 pm – 6:00 pm)

When: 15 March 2022, 5:10 pm – 5:25 pm

Exploring the Experience of 8th Grade Turkish Students in the Months Leading up to the National High School Entrance Exam

Keywords
high school entrance exam, Turkey, student perspective, LGS, cram schools

Abstract
In Turkey, students compete annually to outperform each other on the national High School Entrance Exam (LGS) in order to attend one of the nation's top high schools. Thus, Grade 8 is a year characterized by heavy exam preparation both inside and outside of school. Students choosing not to prepare and planning instead to attend a private school often face judgement and shame for their decision. Consequently, many 8th Grade students report high levels of stress and anxiety.

The purpose of this ongoing project is to learn about the experience of the 8th grade class at a private school in Istanbul. The majority of students are actively preparing for the LGS; a minority are instead planning to attend a private high school.

My goal is to learn what motivates students to succeed on the LGS (or what motivated them to choose an alternate path) and what students feel are the main contributors to their stress, anxiety, and frustration.

The findings from this project are intended to offer teachers and school administrators a better understanding of the factors that most affect students during this process, thereby paving the way for realistic changes to policies and practices within the school to better support students.

In a questionnaire, 100 out of the 109 Grade 8 students at the school shared answers to questions regarding their experience. Additionally, 14 volunteer students have been asked to participate in individual or small group interviews so that they may share their perspectives and experiences in greater detail.

Katherine Green   kate.green@kellogg.ox.ac.uk   University of Oxford

When: 15 March 2022, 5:25 pm – 5:40 pm

The Impact of Test Preparation on Performance of Educational Tests: A Meta-Analysis of (Quasi) Experimental Studies

Abstract
Test preparation has been widely used to fulfil test-takers' potential on educational tests, meanwhile, people questioned its effect and concerned it may narrow students' learning. To provide a statistical synthesis of existing research on effects of test preparation interventions, we conducted the meta-analysis (30 studies, k=95) of experimental and quasi-experimental studies that evaluate the effect of test preparation intervention on educational test performance. The results suggest that test preparation has a significant small overall effect (g = 0.33) on test performance across a broad range of different domains, tests, and different educational levels. However, the effect is difficult to be transferred to other tests that have not been directly exposed to test preparation. The moderator analysis demonstrates that the level of intervention, instructions on test-taking skills, use of workbooks, and use of socio-affective strategies are positive moderators of the effect. Learning test-related materials or drilling have significantly larger effect than broad test preparation (i.e., learning foundational knowledge, training on general cognitive skills). Besides, little evidence has been found in this meta-analysis of practice effect (the use of sample items and timed practice tests) when analysed across studies.

Zhanxin Hao   zhanxin.hao@education.ox.ac.uk   University of Oxford
Jo-Anne Baird   jo-anne.baird@education.ox.ac.uk   University of Oxford
Yasmine Ei Masri   yasmine.masri@gmail.com   Ofqual

When: 15 March 2022, 5:40 pm – 6:00 pm

Two Promising Lands: How Chinese International Students Navigate GRE Exams

Abstract
Grounded in 2 years of ethnographic fieldwork, my thesis attempts to shed light on the test-prep experiences of Chinese academically-achieving international students. In 2020, I finished my own GRE preparation, took the exam, and became a GRE instructor myself. In 2021, I interviewed 18 Chinese students studying in prestigious American colleges and followed their test-prep journey through teaching and mentoring.

The research shows an interesting circulation of Chinese-produced GRE test-prep materials among Chinese students. Many of them resort to this alternative test-prep regime because they find U.S. mainstream academic resources do not suit their learning objective or provide adequate guidance. As a result, these savvy, ambitious students are ironically shut out of something as ordinary as GRE test preparation and create an organic diasporic community of GRE test preparation.

However, this Chinese-special GRE test-prep also, at the same time, helps them grasp content knowledge and prepares them for GRE-level English and academic writing. The translanguaging pedagogy which flexibly draws on both Chinese and English languages deployed during the test-prep enhances these students' understanding of English verbal reasoning, a finding countering the conventional wisdom of language pedagogy.

As a Chinese international student myself, my research highlights the interplay between the structural challenges and individual agency of our migrant students aspiring for better academic outcomes. Through this research, I aim to turn scholarly attention away from the students' trauma and achievement gaps but their subtle resilience in reality. Just like all children, these Chinese international students show their struggle and agency as diligent youths across two promising lands.

Yifan Ping   yifanping123@gmail.com   University of Oxford

STORIES Conference 2021
Students' **O**ngoing **R**esearch **I**n **E**ducational **S**tudies

Contact us

Email: stories.enquiry@gmail.com

Instagram: https://www.instagram.com/stories_conference/
Twitter: https://twitter.com/storiesconf
Facebook: https://www.facebook.com/STORIESOxford