Interactive Computer Technologies (ICT) have crept into the education industry, thus dramatically causing a tremor of transformation as it is continually integrated into the instructional process. This study examined the extent to which computer anxiety, self-concept and gender could predict teachers’ attitude toward the use of Interactive Computer Technologies. 454 secondary school teachers from Ogun-East senatorial district of Ogun-State, Nigeria constituted the sample for the study. Teachers’ Self-Concept Scale (TSCS), Computer Anxiety Scale (CAS) and Attitude to Interactive Technologies Scale (AITS) were used to collect data for the study, while Pearson Product Moment Correlation, Multiple Regression and Analysis of Variance statistical tools were used to investigate the predictive capacity of the independent variables on the dependent. The findings revealed that a combination of the three independent variables were significantly effective in predicting teachers’ attitude toward the use of Interactive Computer Technologies (ICT). While, each of the variables contributed to the prediction of the dependent variable, computer anxiety and gender respectively made the highest and the least significant contributions to the prediction of the outcome. For teachers’ fears towards computers to be alleviated as well as fostering their confidence in the continuous use of ICT for effective teaching and learning, it was recommended among other things that a paradigm shift from the conventional pedagogy to paperless classroom must be seen as being expedient in this century of
technology discoveries and innovations. Thus, the stakeholders in the education sector must ensure the training and the re-training of teachers in computer usage to boost their career capacity development.
The Realisation of /l/ by an Arabic Speaking ESL Learner
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For many native speakers of English, the voiced alveolar lateral approximant /l/ undergoes secondary articulation depending on its position in a word. /l/ in English can occur non-velarised (clear l) word initially or velarised (dark l) in word final positions. In Arabic however, /l/ is non-velarised in most word positions. Research has shown that this has implications on the production of this sound by Arabic speaking ESL learners who tend to produce the non-velarised version in all English word positions. The present study aims to explore whether time spent in the United Kingdom can impact an Arabic speaking ESL learner’s realisation of /l/. Audio recordings of an informal interview and two read texts were used to gather data from the speaker and auditory analysis of 60 tokens was subsequently performed. The differences in the frequency of distributions of the two variants in the formal and informal speech samples suggest that context may have a varied impact on the Arabic speaker’s production of English /l/.
This paper presents quantitative data based on an investigation of cultural influence on Communication Styles. Guided by the main research questions; “What sorts of Self Construals/values do Libyan have? And to what extend do they demonstrate low and high context communication styles?”. The study employed a self-administered questionnaire to gather data from Postgraduate Libyan Students in the UK. A random sample strategy was employed from the Libyan students. 177 students have responded to a web-mail questionnaire. Results suggest that, among other things, there is a tendency for Libyan students to adopt indirect strategies of communication with British citizens. (This and other findings will be discussed in the presentation)
A conversation analysis approach to the roles of culture and identity in interaction

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Inspired by previous research which has applied conversation analysis (CA) methodology to the study of identity (e.g. Antaki & Widdicombe 1998; Benwell & Stokoe 2006) and interculturality (e.g. Nishizaka 1995; Mori 2003), my PhD research aims to explicate further how ‘culture’ and cultural identities are used as resources in interaction.

In this talk, I will discuss the ideas of identities and interculturality in interaction. In addition, I will share extracts from my corpus of online voice-based chat-room interactions. Proposed interpretations of these extracts will be shared, and issues pertaining to the CA approach to identity and culture will be considered.
Stress in School Age Children: A Child’s Perspective

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PhD ECLS Student (Year 3)

I am investigating the understanding of stress in children and young people from their perception while at school and Sixth Form College. I am looking in particular at what they feel causes stress, anxiety, or depression. Do they know if they are suffering from stress, anxiety, or depression? If so do they feel that others recognise any symptoms? Do they feel that enough is being done to help them? What can educationalists do? What should they be expected to do. Can awareness to these conditions in children and young people be easily raised with staff, parents and with peers? Many studies seem to indicate that there is a need to address these issues.

This qualitative study will consider the above points; through data collection through surveys and interviews with children and young people using questionnaires, focus groups, and visual representation.
Teacher Identity (TI): voices of pre-service primary language teachers

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The purpose of this case study is to hear the voices of a group of five prospective primary school teachers close to finishing an undergraduate Foreign Language Programme in Colombia. A semi-structured interview, stimulated recall and transcript of video-recorded lessons are the qualitative methods for data collection and analysis. Their voices are echoed, partially transcribed, analysed and interpreted with the intention of exploring the nature of their professional and personal identities from a cognitive and humanistic dimension of TI. This study also attempts to look at identity from the perspective of ‘individual teachers’ cognitive and emotional ‘selves’ (Day et al. 2006: 601). The study is currently at the stage of Data collection.
The purpose of this research is to investigate the acoustic characteristics of Japanese vowel sequences. Japanese has no diphthongs but different monophthongs can be combined to make ‘Hiatus’, which is a sequence of vowels in adjacent syllables and different from diphthongs in syllabicity.

One of the ultimate goals of this research is to discuss how Japanese speakers, who do not have diphthongs in their phonology, pronounce English diphthongs. But up to the present date, the research is under way into the phonetic characteristics of Japanese vowel sequences produced by Japanese speakers in various contexts, such as different environments or speech styles. The question is to what extent the Japanese vowel sequences resemble the diphthongs produced in the languages.

Results of the acoustic analysis of tokens containing vowel sequences by female speakers and its statistical significance among different sequences are to be presented. PCs need to be connected to the speaker in the room.
Connecting professional development and learning through a socio-interactionist lens: ‘seeing’ learning in a TESOL teacher-training course with conversation analysis

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This presentation will briefly outline the context and methodology of my PhD research, an investigation into a pre-service TESOL (Teaching English to Speakers of Other Languages) training course (PST) in Thailand. The discussion will then turn to how learning is conceptualised on PSTs and how the research will investigate this, using conversation analysis (CA).

Thousands of aspiring teachers attend PSTs every year and though a body of research exists regarding the conceptualisation and implementation of these courses, there is a dearth of empirical research into what actually happens, interactionally, on PSTs and their impacts on the participants. This research will employ CA to investigate the interactional architecture of a PST, in order to explicate how talk is co-constructed by participants and trainers across the duration of the course and between its various micro-contexts. Furthermore, by videotaping, transcribing the data, and carrying out a thorough CA microanalysis, it is hoped that aspects of participants’ learning can be tracked across the course. A central assumption of PSTs is that learning, which leads to professional development and the development of ‘teacher identity’, occurs through the experience of interacting with trainers, students, and other participants. The analysis will therefore focus on talk that is oriented to participants’ learning of pedagogical concepts and ‘teaching meta-language’; epistemic claims and demonstrations of learning from the participants; and the discoursal construction of
the identity construct, ‘being a teacher’. As CA is a data-driven methodology and the data is yet to be collected, this presentation will discuss potential areas of analytic interest for the research.
Transitional errors made by intermediate level EFL learners, Kuo,
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It may seem easy for advanced learners to use transition words properly. It is not the case for students who are at intermediate level. At this learning stage, students struggle to use transition words correctly. This study looks for students’ typical transitional errors quantitatively, hoping to give suggestions to teachers in this college to help students work on certain errors. Sixty writing samples under two topics written by 30 students were collected. Although it is an unfashionable theory, error analysis will be adopted in this paper, for it still plays an important role in giving evidence of students’ learning to teachers.
This study aimed to determine the interrelationship between listening comprehension strategy use, listening ability, gender, and learning style. In Phase I, a sample of 101 Taiwanese university EFL students was first measured with a listening test to identify their listening proficiency levels, and then surveyed with two structured pencil-and-paper questionnaires of listening strategy use. The ANOVA test results show a statistically significant difference between strategy use and listening ability, and between strategy use and learning style ($p < .05$, 2-tailed), but indicate that there was no difference related to gender ($p > .05$). In Phase II, six verbal reporting subjects undertook the designed tasks, three each at both the advanced and the low-intermediate/elementary levels. The results reveal differences in strategy use across listening comprehension abilities. The advanced-level listeners employed both metacognitive strategies (that is, comprehension monitoring and directed attention) and cognitive strategies (for example, linguistic inferencing and personal elaboration) in a more systematic way to facilitate effective comprehension or to make coherent meaning of a spoken text. On the other hand, the low intermediate/elementary-level of listeners often stumbled over unknown words or unfamiliar expressions, and mainly employed bottom-up cognitive strategies, such as repetition and translation, and thus misinterpreted the meaning. The high proficient listeners preferred a multistyle (or a flexible style) of Type 1 communicative learning, whereas the low proficient listeners preferred a specific type of learning (Type 2 authority-oriented, Type 3 concrete, or
Type 4 analytical). In conclusion, some pedagogical implications of the study have been made. In the L2 classroom, low proficient listeners can be instructed to deploy the strategies (for example, comprehension monitoring and inferencing) used by high proficient listeners with a variety of authentic tasks.
Verb selection and application in a treatment study for aphasia

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PhD Speech Sciences (Year 2)

My research focuses on verbs and applying them within a speech and language therapy treatment study for adults with aphasia (communication difficulties following stroke). I’m attempting to treat verbs within discrete semantic categories (i.e. breaking, cleaning, cooking, cutting, and hitting) with the aim of improving both production and comprehension of verbs in people with aphasia. The verbs being used in treatment are based on data collected from control participants. At present, the pilot phase of this treatment study has been completed with two participants with aphasia. Therefore, this presentation will focus on discussing the methods used in selecting verbs to use in treatment and how they have been applied in the pilot phase of the current research.
Sequential organisation in German language taster sessions
(Data workshop)
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Using a Conversation Analysis (CA) methodology, this workshop will examine interactions in German Language Taster Sessions (LTSs) in Newcastle University*. The students are young learners of English from many schools in the North East of England. The data used will be transcribed audio recordings of student-teacher interactions in LTSs. The recordings consist of a total of ten sessions.

The classroom context of LTSs has been under-researched, although many institutions in the UK and Europe have been offering them to students from all age groups. During the workshop, we will focus on the sequential organisation of interactions between teacher and students, considering turn-taking and repair. The characteristics of the interactional architecture (Seedhouse 2004) of these classrooms will also be discussed.

Reference:


*This study is being carried out with support from the Routes into Languages North East project. This project is one of nine regional consortia that form part of the Routes into Languages national programme. The programme aims to increase the take-up of language learning at all levels of education and was developed jointly by CiLT, LLAS, UCML and jointly funded by DCSF and HEFCE. Routes into Languages NE supported the research by facilitating recordings of taster sessions during the Festival of International Culture 26th March 2009. More info can be found at www.routesintolanguages.ac.uk.