Graduate School of Education presents
Doctoral Conference on
Making sense through Diverse
Methodologies in the Social Sciences

Keynote Speakers:
- Dr Sara Delamont - Cardiff University
- Professor Susan Robertson
- Professor Michael Crossley

When:
Monday 30th June
Tuesday 1st July

Where:
Graduate School of Education
35 Berkeley Square
Bristol, BS8 1JA, UK
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Welcome Message

Dear Doctoral Conference Delegate

Welcome to the 2014 Doctoral Student Conference held here at the Graduate School of Education, University of Bristol. This is an annual event which goes from strength to strength each year and as programme directors, we are delighted to see how the doctoral conference develops in exciting new ways each year. This year the theme is Making Sense through Diverse Methodologies in the Social Sciences.

Participants include external and internal keynote speakers, but the main aim is to provide a platform for current doctoral researchers, from Bristol and elsewhere, to present their ongoing work in an enjoyable and supportive context. This is an important event for the Graduate School of Education and we extend best wishes to all presenters, and particular thanks to the organisers for their hard work and creative ideas in making these two days possible. We also plan for the first time, to involve University of Bristol, Doctor of Education students in Hong Kong to participate remotely. We hope you are able to capitalise on these opportunities to learn from others develop your confidence in sharing your research ideas. The networking that such events facilitate is of course valuable in its own right, as is the chance to enjoy some socialising and spending time in the beautiful city of Bristol!

We look forward to seeing you during the conference.

Very best wishes

Dr Sue Timmis
Director: PhD Programme

Professor Michael Crossley, AcSS
Director: Doctor of Education Programme
Acknowledgements

On behalf of the Bristol Doctoral Conference Committee, we warmly welcome you to our conference at the Graduate School of Education in the beautiful City of Bristol. This year’s conference is themed “Making sense of diverse methodologies in social sciences”, and echoes some of the most challenging decisions we as PhD students will have to make in our research. By inviting students from Bristol and across the country, we aim to provide an opportunity for all Doctoral students to discuss and share research ideas and concerns and by doing so strengthen our methodological rationale.

We thank our keynote speakers Dr Sara Delamont, Professor Susan Robertson and Professor Michael Crossley for sharing their valuable experiences with us, and for challenging us to be serious critical researchers. We would also like to thank all presenters and participants in the UK and Hong Kong for making this conference as lively, interesting and useful as we hope it will be.

This conference would not have been possible without the immense support of Dr Sue Timmis, who has been helping us at every stage of this conference and has helped make this conference a success. Also a big thank you goes to Liz Barker for her support in ensuring this conference runs smoothly behind the scenes, and to Duncan Coutts for his brilliant work and support in setting up the conference website and managing the registration of participants. And last but not least, thanks to Laura Griffiths for helping us with advertising of conference posters.

Finally, we are all very proud of ourselves and our teamwork in organising the GSoE conference. This is the result of hard work, endless meetings, and lots of snacking in between!

We really hope you all enjoy the conference and find it stimulating.

Best wishes

The Bristol Doctoral Conference Committee
Sana Rizvi, Miguel Cerna, Hayng Eun Kwon (Aroma), Helen Hughes, Que Anh Dang, Tirmidhi Dadeh, Reem Alsugair, Mariam Almohammad, Abdul Rahman, Nor Farahwahidah (Farah).
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<td>Registration (Graduate School of Education, 4&lt;sup&gt;th&lt;/sup&gt; floor)</td>
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| 9:30 — 9:45  | Welcome Address by Dr Sue Timmis  
Room 4.10  |
| 9:45-10:45 | Key note Address by Dr Sara Delamont from Cardiff University  
“Fighting Familiarity and Challenging Educational Research”  
(15 min for Q & A session)  
Room 4.10  |
| 10:45 — 11:00 | Morning tea and coffee break (Foyer on the 4<sup>th</sup> floor) |
| 11:00 — 12:20 | A1: Research in Higher Education  
Room 2.06  |
|  | Yu-Yi Grace Chien - University of Exeter  
Application of a Sequential Exploratory Mixed Methods Design to Research on International Postgraduate Students  |
|  | Fuastina Msigwav - University of Bristol  
Widening Participation in Higher Education for the Low SES Group? A Social Justice Analysis of Students Loans in Tanzania  |
|  | Ji Yu (Summer) - University of Cambridge  
Learning space and student learning in higher education - An exploration through a mixed methods approach  |
|  | A2: Researcher Identity Part 1  
Room 1.21  |
|  | Mette Bak - University of Brighton  
The methodology of originality  |
|  | Que-Anh Dang - University of Bristol  
Interviewing Elite Participants: Addressing Power and Positionality Challenges.  |
|  | Margarita Ulloa - University of Bristol  
The voice of the researcher in conversation analysis: the case of ethnic-minority parents in interaction  |
| 12:20- 13:00 | Key note Address by Professor Susan Robertson  
“On the Centrality of Imagination in Shaping Our Research Methodologies”  
Room 4.10  |
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<td><strong>B1: Research with Parents</strong></td>
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<td><strong>Gather for Social Event at 17:45 pm outside GSoE</strong></td>
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### Tuesday 1st July, 2014

**9:00-9:30**  **Morning tea and coffee** (Fourth Floor Outside Room 4.10)

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<td>9:30 - 11:15</td>
<td><strong>D1: Ethical Dilemmas</strong>&lt;br&gt;Amanda Ramsay - University of Bristol&lt;br&gt;From access to ethics - what challenges does social action research work bring for an academic researcher in a community group?&lt;br&gt;Tamara King - University of Huddersfield&lt;br&gt;Data Collection: observation and qualitative paradigms.&lt;br&gt;Gareth Partington - University of Brighton&lt;br&gt;Operative risk: decision making by anaesthetists in clinical practice&lt;br&gt;Theeb Almutairi - University of Bristol&lt;br&gt;Involving Deaf Participants in the Social Research: the Main Methodological Challenges</td>
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<td><strong>D2: Methodological Challenges</strong>&lt;br&gt;Timothy Walters - University of Bath&lt;br&gt;Methodological / reflective equilibrium in empathy research&lt;br&gt;Paulina Ruiz - University of Bristol&lt;br&gt;Using an ethnographical approach to study digital youth culture some preliminary methodological considerations&lt;br&gt;Pei Wen Chu - University of Bristol&lt;br&gt;Older adults and the use of digital technologies in informal settings: A study of older adults in Taiwan&lt;br&gt;Ana Moncada - University of Bristol&lt;br&gt;What type of activities students engage in a hands-on (physics) course in a summer school?</td>
<td>Room 2.06</td>
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<td>11:15 - 11:30</td>
<td><strong>Tea and Coffee Break</strong>&lt;br&gt;(Fourth Floor Outside Room 4.10)</td>
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<td>11:30 - 13:00</td>
<td><strong>E1: Researcher Identity Part 2</strong>&lt;br&gt;Suthee Ploisawaschai - University of Exeter&lt;br&gt;Methodological Framework: Should I set it to work or just let it work on me?&lt;br&gt;Anna Edwards - University of Bristol&lt;br&gt;Making the transition from natural scientist to qualitative social scientist&lt;br&gt;Katie Collins - University of the West of England&lt;br&gt;Alice through the telescope: writing as a way of knowing</td>
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<td>13:00 - 14:00</td>
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<td>14:00 - 14:30</td>
<td>Dr Ben Simmons and Mr Richard Budd: The Postdoc Journey&lt;br&gt;Room 4.10</td>
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<td>14:30 - 15:30</td>
<td><strong>Concluding Plenary by Professor Michael Crossley</strong>&lt;br&gt;“Publishing your Research &amp; Three Priorities Issues for Research in Comparative Education”&lt;br&gt;Room 4.10</td>
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Keynote Speakers

Dr Sara Delamont, Cardiff University

Sara Delamont graduated from Girton College Cambridge in 1968 with a First in social anthropology. She did a PhD at Edinburgh, and she worked there for 2 years as a Research Assistant for Dr J.A.M Howe, then moved to Leicester. Dr Delamont lectured at the School of Education at Leicester from 1973-76. She came to Cardiff in 1976, was promoted to Senior Lecturer in 1979 and Reader in 1989. She has been Dean of Social Sciences, and served on Senate, Council and Court.

Dr Delamont's autobiography was published in 2012 entitled 'Milkshakes and Convertibles' in N. K. Denzin (ed), Studies in Symbolic Interaction 39, Bingley: Emerald pp 51-70.

Her teaching experience covers subjects such as Mediterranean Anthropology, Sociology of Education, Qualitative Methods, Gender, the Anthropology of Brazil.

Professor Susan Robertson, University of Bristol
Keynote 2: “On the Centrality of Imagination in Shaping Our Research Methodologies”

My approach to researching education has been formed out of working as an academic in different parts of the world, including Australia, Canada and New Zealand, and since 1999, as Professor of Sociology of Education, Graduate School of Education, University of Bristol, UK.

My research broadly focuses on new governing strategies in the education sector which are aimed at creating different kinds of teachers, learners and citizens. The important development over this period has been the growth of international agencies and transnational firms in these processes, as well as growing privatization agendas and new geo-strategic alignments, including the thickening of regionalisms.

Professor Michael Crossley, University of Bristol
Keynote 3: “Publishing your Research and Three Priorities Issues for Research in Comparative Education”

Michael Crossley is Professor of Comparative and International Education, Coordinator of the Research Centre for International and Comparative Studies and Director of the Education in Small States Research Group (www.smallstates.net) in the Graduate School of Education. Professor Crossley is a former Editor of the journal Comparative Education and former Vice-Chair and Chair of the British Association for International and Comparative Education (BAICE). He is the Founding Series Editor for the Bristol Papers in Education: Comparative and International Studies (Symposium Books).

His major research interests relate to theoretical and methodological scholarship on the future of comparative and international education; the dilemmas of uncritical international transfer in education policy and research; research and evaluation capacity and international development co-operation; and educational development in small states.
SESSION A1: RESEARCH IN HIGHER EDUCATION (Room 2.06, Monday June 30th)

Application of a Sequential Exploratory Mixed Methods Design to Research on International Postgraduate Students

Yu-Yi Grace Chien, University of Exeter
Email: yc298@exeter.ac.uk

This research on the adjustment of international students uses a sequential exploratory mixed methods strategy to investigate what reasons motivate first-year, full-time, postgraduate, international students to study abroad and their subsequent academic and socio-cultural experiences at a southwestern UK university. From ontological, epistemological, and methodological viewpoints, this research takes a pragmatic approach: it accepts causal reality but views the social context as key to understanding the experiences of international students and the meanings they construct from these experiences.

Two qualitative semi-structured interviews conducted separately in Autumn and Spring Terms and a quantitative online questionnaire survey administrated in Summer Term in the 2010–11 academic year were employed for data collection. An innovative visual investigation of the U-curve hypothesis, a numerical evaluation on adjustment satisfaction, and a self-evaluation regarding monthly adjustment were also implemented. Twenty-six interview participants were purposefully sampled based on the maximum heterodoxy of the students’ demographic characteristics. 250 students responded to the survey questionnaire.

This mixed methods research approach importantly contributes to the research findings because adjustment is a complex set of experiences, which are therefore most suitably investigated by multiple methods. It allows the relevant issues to be studied from both macro and micro perspectives and helps the research data to be collected, investigated, and explained in both systematical and detailed ways. It benefits the comparison of similarities and dissimilarities among the research phenomena and the analysis of the gap between both quantitative and qualitative data. It also brings insights into international student experience and successfully demonstrates that simple adjustment models, such as the U-curve hypothesis, do not account for the complexity that this research has encountered. This research finally contributes to methodology and research on the internationalization of higher education.
Financing of higher education (HE) through provision of student loans has become the most popular strategy globally for funding undergraduate degrees; hence, widening participation in HE depends crucially on socially just distribution of loans. Tanzanian financial assistance policy targets to support students from the low socio-economic status (SES) backgrounds. The purpose of this study was to explore the extent to which the loan scheme and practice in Tanzania enables participation of these students. The study is guided by critical theory philosophical perspectives, and applies Nancy Fraser's theory of social justice and Amartya Sen’s capability approach. Political representation issues are investigated through critical analysis of policy documents and focus group discussions with higher level officials within Higher Education Student Loans Board (HESLB). Loan policy implementations are explored from the perspective of students from low SES backgrounds studying at two Universities in Dar-es-salaam.

The findings show a mismatch between the purposes of the financial assistance policy and the loan scheme in one side and the real practice of loans distributions on the other. This study recommends that HESLB really needs to revise criteria for issuing of loans so as to enable more accessibility for students from low SES and hence contribute towards widening participation.
Learning space and student learning in higher education - An exploration through a mixed methods approach

Ji Yu (Summer), Faculty of Education, University of Cambridge
Email: jy336@cam.ack.uk

My research project focuses on learning space and student learning in higher education. The study of learning space in higher education has not historically attracted a great deal of attention from researchers, but this situation is changing as notable studies of the connections between learning and space considerations have emerged globally recently. Among these discussions, rigorous and multi-layered models and knowledge of the role of learning space in supporting student learning in higher education is relatively lacking. My study aims to take a step forward into this.

The study adopts a mixed methods approach, on the basis of the epistemic belief that ‘learning space’ itself is a mixed notion with two levels of meaning - physical and psychological level. On the one hand, it is a real, concrete physical existence with its structure and scale is absolute and measurable. On the other hand, students may have different attitudes and views of the same space. Therefore, the study will use both quantitative and qualitative methods (the instrument of Inventory of Learning Styles, Vermunt, 1996; and semi-structured narrative interviews) to search both stable, statistical results from a positivist perspective and more dynamic, narrative results from an interpretive viewpoint.

The data will be collected in two learning spaces that are designed for the same discipline/department in China to minimise the impact of cultural and disciplinary factors - one is an experimental space driven by a particular pedagogy, the other is a traditional learning space. By conducting the same diagnostic instrument and methods for student learning, the results will be compared and contrasted to obtain an insight into how learning spaces could impact on student learning.
The methodology of originality

Mette Bak, University of Brighton
Email: M.Bak2@brighton.ac.uk

I feel observed as Gregory Samsa.
Looking in disgust and despair are women, men, academics pulling their short curly hair, grey locks and silver rimmed glasses. ‘Play the game’ they say. ‘Play the game’!
But what game are we playing? -Some Ph.D. version of monopoly where if I do not act as expected, prison will be my next move?
‘You must have a method to your madness’, they exclaim! ‘A method will make things become clearer, give you structure’, they argue. ‘Let us teach you of positivism and immediately give the reason for its demise’. Let us push on to you the role of ethnography within qualitative research, advice you of critical realism by exclaiming that you would have understood this better, had you only prior to this lecture, studied sociology for 20 years’.
I exasperated utter: ‘but by telling me I must use a bat, I will never be able to invent football’.
Only glazed over looks and tired eyes look back at me; ‘you must play the game’.
So I play.
I try to be a phenomenologist as I agree with Heidegger that Dasein is a connectedness between consciousness and our life world. We cannot be in the world without our own being in it.
But what do I do - my thesis is not a phenomenological thesis. I seek not to uncover the essence of our existence within any paradigm.
Am I then more of a critical realist?
Some might view upon my thesis in this light, but I beg of those to not linger there for long, as my perception of social constructs puts me adverse to this idea, theory or paradigm – words interchangeably used by lectures and academic texts alike to enlighten me of its ways.
Critical theory might be closer, but only to an extent and only partially.
My theoretical background has intellectuals stamped as poststructuralists, although they vehemently refused a label as such.
Maybe part-time post-structuralist would fit as I do start my thesis with a historical backdrop?
But to whom do I owe this honour of being put in a box that no one else wanted to be in?
So you might say ‘ahh – yet another postmodernist, with their deliberate segmented viewpoints and refusal to commit’.
‘Oh yes’, I say, but also ‘oh no’. The only post-modernist thinking you will find in my thesis is that I am not a modernist.
So I look at you, dear reader, and I ask of you to understand.
I do not belong wholly to one method nor do I not belong to any.
I vote blank for this same reason; I vote for democracy as I believe it better than not, but I adhere to no party as no party represents me as whole.
So if you read in me an object that belongs in a box, you place me there if you so wish. But do not expect me to defend a box you have so chosen because to me it does not exist.
Interviewing Elite Participants: Addressing Power and Positionality Challenges.

Que Anh Dang, University of Bristol
Email: qa.dang@bristol.ac.uk

Interview has been considered as one of the most common and powerful knowledge-producing activities in social science research because it helps researcher gain insights into the actor’s experiences, perspectives, and reflections on a particular social issue. Such insightful information would be hardly obtained through mass surveys. However, interviewing and understanding the world from the points of view of elite participants present unique and significant methodological challenges. Although the elites are visible and easy to identify, access to them and power relation with them are often challenges for researchers.

In this contribution I attempt to address various forms of such power imbalance, including access, gender, authority, status and knowledge in the elite interviews within my research project on higher education policy transfer between Europe and Asia and the process of regionalisation in these two continents. Policy transfer from one country to another country or from an international organisation to a country may not be new, but the phenomenon of official partnership and dialogues for education policy development between one world region and another is new and under-researched. Therefore, obtaining in-depth understandings of the processes of multi-layer interactions at regional, national (ministry) and institutional (university) levels and other key actors (regional organisations and individuals) at the ‘Asia-Europe Meeting’ (ASEM) - an inter-regional policy forum, is vital for theorising policy travel.

My main data collection method is semi-structured, face-to-face interviews, which is considered as a knowledge-producing activity by Kvale and Brinkmann (2009). One of my challenges lies in researching the powerful actors in the ASEM process. My interviewee list includes former and current ministers, senior governmental officials, university rectors, and experts, representing both political and professional elites. Thus I am aware that the interviews would be characterised by the imbalance of power in favour of the interviewees. I have developed different strategies and plans to conduct my interviews. After the first two field trips and 12 interviews, I would like to share some thoughts and reflections on my hand-on experiences and argue that pre-interview preparation (e.g. background knowledge, cultural awareness and interview design) and self-presentation/ self-promotion are essential to enhance the researcher’s positionality and hence contribute to opening up both the political and professional elites, and affecting the nature of their answers.
The voice of the researcher in conversation analysis: the case of ethnic-minority parents in interaction

Margarita Ulloa, University of Bristol
Email: mu13596@bristol.ac.uk

The present paper analyses the usefulness of conversation analysis (CA) and the extent to which the voice of the researcher is expressed. Based on a conversation about school choice held by ethnic-minority parents, I identify its characteristics and roles arisen while in interaction. Furthermore, I reflect upon the advantages and disadvantages of conversation analysis (Heritage, 1998), the challenges it posed to this novice researcher, and the understandings it brought in relation with institutional talk and ordinary conversation. I conclude that the study challenges the researcher to explore a physical-emotional dimension that would further account for the structural organization of the conversation under study.
The changing Nature of Chinese complementary schools in the UK

Xian Li, School of Education, University of Nottingham
Email: ttxxl12@nottingham.ac.uk

Chinese Complementary schools (CCS) in Britain exist to meet the needs of Chinese heritage children. They aim to preserve Chinese language, transmit traditional Chinese culture and enhance confidence in ethnic identities for the younger British-born generations. Research about CCSs to date (Francis et al., 2005) has focused on schools teaching Cantonese. However, in the last five years there has been a dramatic shift to Mandarin in CCSs, which has gone unresearched. This study aims to explore the challenges being faced by CCSs in teaching Chinese and how teachers, parents and pupils experience teaching and learning in CCSs, particularly aiming to explore: What is the composition of CCSs? What goals and challenges school participants facing? How do the resources, training and support help school participants address the changing situation?

In order to address these questions, qualitative case studies are being conducted by using observations and interviews in 2 CCSs in Nottinghamshire. Prior to and during data collection, I experienced a series of methodological challenges including research design, case selection, access to prospective research participants etc. However, challenges faced in the data collection procedure are ultimately overcome in current stage. Findings from the pilot study provide preliminary results showing that the backgrounds of children in CCSs have changed, the materials and expertise necessary have changed and the demands and difficulties are diverse.
Exploring and Understanding how Chilean parents from less advantaged backgrounds experience parental involvement and the opportunities they value to have in order to be involved in their children’s education

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When identifying the type of practices that characterize parental involvement, the thematic field of this research, an area in the specialized literature places particular emphasis on parental involvement in their children’s schooling (Joyce L Epstein & Dauber, 1991; Groenick & Slowiaczek, 1994); other approaches, however, highlight the resources displayed by parents when interacting with their children in more subtle activities (Jackson & Remillard, 2005; W. Jeynes, 2012; Lawson, 2003; Schnee & Bose, 2010). In either case, the assumption that underpins the literature is that parents are central to the cognitive and non-cognitive development of their children (Desforges & Abouchaar, 2003; Harris & Goodall, 2008; Pomerantz, Moorman, & Sin-Sze, 2012; Weiss, Bouffard, Bridglall, & Gordon, 2009); and that this centrality may manifest itself through the parents-children transmission of beliefs, principles or attitudes (Moll, L. C., Amanti, C., Neff, D., & González, 1992); by parents actively participating in their children’s school activities (J.L Epstein, 1988; Joyce L Epstein & Dauber, 1991; Sheldon & Epstein, 2010) or by parents acting as a sort of “enabling factors” that stimulate the development of their children’s various skills and abilities (Cheung & Pomerantz, 2012; Pomerantz et al., 2007). The aim of this research is to approach parental involvement from parents’ perspectives and the opportunities they value to have in order to be involved in their children’s education. Specifically, the proposal is to carry out a qualitative study, within a constructionist paradigm, with the aim of exploring and understanding how Chilean parents from less advantaged backgrounds approach and experience parental involvement and the opportunities they value to have in order to be involved in their children’s education, particularly during primary school years. Based on the research questions that guide the inquiry, the plan is to use qualitative interviews (Mason, 2002) as the core data collection tool since they may support the researcher in both approaching the topics of the research in depth and constructing arguments based on the reflections, experiences, lessons of those interviewed (Mason, 2002; Cohen, 2002).
This study aims to explore the experiences, thoughts, values, desires, and opinions of Korean mothers about their children’s education in South Korea.

The republic of Korea is one of a number of small countries in Asia which have been invaded many times. It was colonized for 40 years by Japan from 1905 to 1945. Nevertheless through the efforts of the whole nation during the past 50 years it has risen rapidly to the status of a developed country. One of the great drivers behind the growth is known as ‘education fever’. This is a term used in relation to children’s education which has both negative and positive effects on the Korean society. To understand both sides of the effects of education fever, this research study will explore Korean mothers’ narratives about education fever with regards to their experiences, aspirations and values they have for their children and the eventual outcomes of this.

To do so narrative inquiry is used as the main methodology with the help of social constructionist perspective to understand Korean culture, society and individuals. Narrative inquiry as one of the qualitative methodologies, it is one of the best to understand a person’s life in depth (Chase, 2005; Clandinin and Connelly, 2000; Trahar, 2006), narrative inquiry explores experiences, ‘life’ through life stories by verbal, oral and visual methods (ibid.). Social constructionism holds that the world does not consist of either subjects or objects but is constructed out of something namely; meanings are made through interaction between subjects and objects in relationship (Crotty, 1998: 9). However, it is important to note that the participants’ themselves- along with my experiential and participatory understanding- will be a leading factor in the analysis of the narratives to ensure a balance of perspectives. I will carry out narrative inquiry and use narrative interviewing and writing a journal to collect data.
SESSION B2: TESOL: LOST IN TRANSLATION (Room 1.21, Monday June 30th)

A Cross-sectional Study of Syrian EFL Learners’ Pragmatic Development: Towards a Taxonomy of Modification in Interlanguage Requests

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This paper is part of a larger cross-sectional study which aims to contribute to the underdeveloped area of pragmatic research on Arabic EFL/ESL learners (Al-Issa, 1998; Al-Momani, 2009; Bataineh, 2004; Jarbou, 2002) by investigating developmental patterns in the requestive behaviour of Arabic-speaking Syrian students learning English as a foreign language (SEFL). Employing an open-ended written discourse completion task (WDCT), off-line production of English requests in twelve situations (six status-equal/unequal) was collected from 100 learners (40 elementary, 40 intermediate and 20 advanced) and compared against baseline data from 30 English native speakers. Applying a speech act analysis (SA), the request data were coded using a combination of classification schemes (Blum-Kulka et al., 1989; Schauer, 2006; Trosborg, 1995; Woodfield, 2012) and analyzed quantitatively and qualitatively at two different levels: internal and external modification.

Consistent with previous studies (e.g. Trosborg, 1995), the quantitative analysis showed that the learner group, in comparison with the baseline group, significantly underused internal modification and opted for external modification, whereas the qualitative analysis revealed that these learners exhibited a range of new external modification patterns. A number of categories emerged which suggest a need to revise existing taxonomies for such L1 (Arabic) speakers. Based on these findings, this paper proposes a taxonomy of request modification devices as employed by SEFL learners. To that end, existing taxonomies will be first examined in details with the aim of outlining their variation both in their number of categories and in their category types and operationalization. Then, development of the proposed taxonomy in this paper will be discussed in the light of some examples extracted from the qualitative data pool followed by a discussion of pedagogical implications concerning the integration of this new taxonomy in the Syrian EFL context with the aim of fostering SEFL learners’ appropriate use of request modification devices.
Communicative approaches (CA), such as communicative language teaching (CLT) and task-based language teaching (TBLT) have been promoted as an orthodoxy in second language education around the world for four decades. However, few successful cases of implementing CA have been reported in EFL (English as foreign language) contexts including Taiwan (Careless, 2009). According to past research, the commonly cited factors which contribute to this phenomenon include teachers’ lack of understanding, teachers’ beliefs, and contextual factors. Drawing from the relevant literature, I argue that teachers’ beliefs, teacher knowledge and contextual factors, and teachers’ classroom behaviours interact with each other in a complex fashion. Therefore, a teacher education programme which aims to introduce a new pedagogy needs to address all of these factors and their interactions at the same time.

Action research is believed to have the potential to achieve this aim.

I, as a teacher educator, used action research to investigate how a teacher education programme can assist teachers in developing and implementing CA, and also expected that individual teacher participants can conducted their own action research concurrently. However, due to the voluntary nature, limited time commitment was made by some teachers. The time constraint restricted the educator’s choices of employing reflective activities. This had an impact on the extent of the teachers’ reflection; the teachers were often not fully aware of some problems in their instruction, and thus did not see the need to change. In response to this, I used certain methods or strategies to raise their awareness, and “pushed” them to notice and reflect on those problems. This presentation will outline these methods or strategies, and lead the discussion regarding the legitimacy of this action research study.
The effect of task type on learner’s performance: comparing communicative tasks and consciousness-raising tasks in a Saudi Secondary School

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The purpose of the present study is to investigate task-based interaction in an English Foreign Language (EFL) context, specifically in a Saudi Secondary Education. Different types of language learning “tasks” and their relationship to second language (L2) learning will be examined to determine the extent to which and in what ways ‘communicative’ and ‘consciousness-raising’ tasks affect negotiated interaction and learning outcomes. The study will be conducted under Skehan’s (1998) cognitive approach supplemented by Long’s (1996) interaction theory. The results of the quantitative and qualitative data analysis will show the effects of task type and task design on the products and processes of Saudi learners’ English and may clarify the pedagogical benefits of negotiated interaction. Furthermore, the findings of the present study will be useful for classroom teachers who want to develop task-based interaction in the classroom and researchers who want to initiate classroom research.
Mismatch between the Research Theoretical Design and the Reality of Fieldwork and Data Collection.

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The process of designing and delivering a short presentation, that designates a justifiable research design (methodology and research plan) underpinning a research study is a ritual commonly shared by PhD candidates in UK universities. Adhering to certain prescribed research guidelines, international PhD candidates conducting fieldwork in countries other than the UK are expected to adopt methodological designs and procedures that match required standards are predominantly developed and established in Western countries. However, the smooth execution of these plans and procedures are often problematic under certain environmental, socio-political and cultural contextual circumstances different from those in which the research’s theoretical frame is being developed. This is the case of research conducted in an African country Cameroon, with a theoretical frame developed in the UK.

In this paper, the author shares his experience of the mismatch between his actual research design and the practicalities that surrounded the implementation and execution of the research design. The papers argues that certain research praxis, and procedures within non-western context, particularly in Cameroon from which almost no work on research methodologies have been developed are inevitably prone to changes that suits contextual circumstances. The author presents an overview of his PhD research design, and claims that the extend to which field researchers respect and adhere to the theoretical design remains a challenging task for African students in the social sciences, and requires flexibility, adaptation and creativity to ensure the quality of the research.

The paper will discuss aspects of mismatch that occurred with the theoretical sampling, research execution time span, researchers’ identity and certain ethical issues, particularly with research participants’ perceptions of their participation and perceived degree of ownership which were problematic.
Beyond coding: qualitative research and the becoming of theory

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The aim of this paper is to engage critically with some of the methodological challenges encountered when carrying out doctoral research within a post foundational theoretical framework. In particular, the critical discussion presented here will engage with the authors developing dissatisfaction with traditional methods of qualitative research, in particular the typical conventions of ethnographic research and the analytical practice of coding. This feeling of dissatisfaction has emerged over the course of my doctoral study, which focusses on the reconceptualisation of 'readiness' in the context of early childhood education, and in which I have endeavoured to develop a post structurally informed research methodology that embraces complexity and challenges habitually representational modes of thinking in relation to data collection, analysis. Within this presentation I will explore some of the specific challenges I have encountered in relation to developing and enacting a research methodology that responds, in particular, to some of the key tenets of post structural and post humanist thinking, including issues of representation, the production of knowledge, and the relationship between theory and practice in educational research. In response to these challenges I will aim to illuminate my developing research process, drawing in particular on the material intra-active philosophy of Karen Barad and the concepts of 'affect', 'becoming' and 'assemblage', as developed by Deleuze and Guattari. Using the context of my doctoral work I will explore the development of 'affective witnessing' as a method that entangles theoretical and empirical research, embracing a messy, dynamic and often surprising approach to the production of new knowledge.
Knowing learners

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This paper considers how we come know what it means to be a child or a learner through technologies of knowing and through research methodologies.

In my research, I analyse the relationship between the ways that we know about and think about children, and the technologies and techniques we use to generate this knowledge. As the use of data technologies to track, profile and predict children's learning steadily increases, I am trying to unpick the way this changes how we come to know and think about children as learners. Knowledge about learners is theorised here as not just a reflection of an 'essential' reality, but as something that it is actively constructed through both social and material processes, potentially with consequences for the kinds of childhood that are possible. Epistemological questions of the nature and effects of different ways of knowing are therefore central to this study.

This concern with epistemology in the topic of my research necessarily also runs through its methodology. The implications of theorising knowledge about children as constructed through social and material processes also needs to be applied to the knowledge generated through the research, including the kinds of data that will be collected, how it will be analysed, how the research can be represented, and the kinds of knowledge claims that can be made at the end.

A further layer of complexity is brought into play by bringing together two theoretical lenses: an Actor Network Theory approach that sees knowledge as an effect of relationships between socio-material entities, and a more discursive approach that focuses on the social construction of knowledge through language and culture. I shall explore what bringing together these approaches might do for theorising the way knowledge about children is constructed, and the ensuing implications for the methodological approach.
SESSION D1: ETHICAL DILEMMAS (Room 4.10, Tuesday 1st July)

From access to ethics - what challenges does social action research work bring for an academic researcher in a community group?

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A reflection on the complexities of being an academic researcher within social action research, in connection with protracted field work not in my own community, the ethical aspects around data collection and specifically in context of my overall research platform: Productive Margins, regulating for engagement research project, funded by the Economic and Social Research Council.

I will explore what being involved in a community group as an academic researcher is like, the benefits and challenges, as well as how this affects choices around research design, methodology and how the context affected ethical considerations through working in the community as the communications officer for the Knowle West Future neighbourhood planning forum in south Bristol.

My research focuses on harnessing digital space and sets out to explore the impact of the Localism Act (2011) on neighbourhood planning, community engagement and decision-making as part of a three year placement with the Knowle West Media Centre, in south Bristol, a member of Knowle West Future forum and a partner in the Productive Margins, regulating for engagement research project.

I will be using qualitative research and interviewing as my main data collection tool. To ensure the sampling is non-selective, I will be as inclusive as I can be and therefore will invite all forum members to take part in this research. This could bring up to 27 participants.

Due to my dual role, as academic researcher and communications officer for Knowle West Future, I do not want any potential participants to feel pressurised to take part in my interview work, because of my role as the communications officer or because of my placement at the Knowle West Media Centre. I will discuss the steps taken to be clear that data collection is for academic research, to ensure that all parties are clear of the division.
Data Collection: observation and qualitative paradigms.

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The purpose of this presentation is to discuss the use of observation in qualitative studies. Based on my own experience as a researcher, it would appear that the use of unstructured observation in qualitative studies presents a quandary to both researchers and the graduate studies committees tasked with approving research plans. The issue to be examined is exactly what constitutes observation as a method of data collection. Presumably, one of the key concerns of Graduate Education Committees as well as those granting ethical approval is an assurance that a proposed study is ethically sound. Research design is an element of a research proposal or research plan and researchers are expected to show that they have worked out among other things, the timescale, methodology and methods of data collection. According to Crewell (2008) and Leedy and Ormod (2005) qualitative research is emergent in design. Similarly, Punch (2006) suggests that it is to be expected that qualitative research proposals may come up short on details especially with regard to the plan of research as these can be expected to unfold as the research gets underway. However, despite calls for room to manoeuvre, researchers are often expected to specify details of observation (as a means of data collection). Questions such as who will be observed, where will they be, and the frequency of the observation, the equivalent of an observation schedule, more befitting positivist research designs are at times expected to be finalised at the outset. Researchers’ pleas of ‘unstructured observation’ are at times viewed with scepticisms, leading to much handwringing. Surely, arguments to the effect that a study’s epistemological and ontological underpinnings are diametrically opposed to predetermined observation schedules and that it is reasonable to trust researchers to depend on their sensitivities ought to suffice? Is unstructured observation in qualitative study the Russian roulette of methodologies or are there methods in the madness?
Operative risk: decision making by anaesthetists in clinical practice

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The ethical ambiguity of the patient in the context of observational research within the NHS and the process of obtaining NHS ethical approval.

Surgery is an essential part of health care throughout the world, with more than 200 million operations carried out annually. Whilst the benefits of surgery are obvious, surgery also carries risks of complication or even death. In industrialised countries the rate of death from surgery is between 0.4 and 0.8%, with a rate of major complication of 3-17%. More than 80% of these deaths occur in patients that are regarded as high risk. In the United Kingdom 170,000 high risk operations are performed annually, after which 100,000 patients develop complications which result in 25,000 deaths prior to discharge from hospital. Despite evidence of the effect of poor surgical outcome there remains inconsistency in the way operative risk is identified, with no consensus as to what factors constitute high risk.

Historically operative risk has been measured, using patients' preoperative physiological data. Whilst this does provide some indication of risk, it is limited by virtue of not considering the clinical environment, the clinician and importantly their decision making processes in the assessment of risk.

Using Grounded Theory methodology, this work will explore the decision making processes in the assessment of operative risk and in doing so build theory of decision making in this area of clinical practice. Clinicians (n10) will be purposively sampled and observed assessing operative risk in practice and then interviewed to further collect data. Further clinicians will be theoretically sampled until data saturation is achieved.

The focus and interest of this research is entirely the clinician and how they make their decisions. However, as they [the clinician] will be observed in clinical practice, with real patients, this poses the question of whether the patients should be afforded the same ethical consideration as that given to the clinicians when they [the patient] are not the participants?

This conference presentation will explore this question and consider its impact on gaining ethical approval.
Involving Deaf Participants in the Social Research: the Main Methodological Challenges

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Involving deaf participants in the social research is one of the sensitive and complex issues. This engagement of deaf children is mainly dependent on considering several issues related such as the method of communication and ethical issues.

Ethical issues when dealing with deaf people are different from hearing people; more considerations need to be taken into account. Explicit information about the researcher and the researchers should be given to the deaf participants; they should be told who is likely to have an access to the data. Young and Hunt (2011) advise that deaf participants are given photographs as it is an opportunity for the deaf individuals to locate the researcher within their visual memory.

In anonymous terms, the visual identity of deaf participants cannot be hidden through the process of analysis, an important part of responses and sign language grammar is identified by the expressions of face. This lack of anonymity lead to practical problems relating to the ethical issues, for example, where their data is saved, can it be viewed by others. Deaf participants are worried that their real names are used and their rights to anonymity waived (Crasborn, 2010).

There is a critical point pertaining to the issue of translation, especially with non-deaf researchers or researchers who cannot sign. Temple’s & Young’s quotation is (2004, p.164) ‘If you cannot give voice to your needs you become dependent on those who can speak the relevant language to speak for you’. The authors also added that ‘hearing society ‘does’ things to Deaf society.....and crucially that it is hearing culture that negotiates and filters the meaning of Deaf people’s lives (2004, p.169). Consequently, it embodies the ‘whiff of colonialisation’ when hearing researchers perform both roles of the researcher and translator (Ladd, 2003).
Methodological / reflective equilibrium in empathy research

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The background to my (ongoing PhD) research is the recent growth in (social and affect-led) cognitive models (Haidt, 2001, 2004, 2007, 2011; Batson, 2007, 1993) and their incompatibility with (still influential) autonomous / rationalist construals of (moral) judgment.

My work explores, (1) the (general) relevance and (largely unexploited) potential of these unfolding insights in relation to moral (specifically empathy) education, and (2) ameliorative responses to a particular educational issue. The specific issue I am concerned with is the (in)adequacy of learning in Cambodian secondary schools relating to the 1975 - 1979 Cambodian genocide. This deficit was / is evident in both my own observations while resident in Cambodia (2008 -2011) and in current scholarship (Dy, 2007; Keirnan, 2004; Ayres, 2000). I propose the use of new cognitive frameworks to enhance approaches to learning and teaching about this period, and assess the empathy engagement opportunities correcting this omission might entail.

The connection between (1) & (2) is that, if our understanding of moral judgment / empathy has indeed "improved", and if it is possible to (more effectively) change patterns of moral judgment / empathy, then it is potentially possible to both nurture dispositional empathy more generally and address this specific educational deficit with new programmes / approaches.

The central methodological challenge, as I see it, stems from the diversity of knowledge domains (and their associated methodologies) I necessarily draw upon over the course of the work. Specifically, my research concerns, (i) explicitly philosophical assessment of moral (ir)realism and prima facie claims on the innate normative value of empathy, followed by (ii) assessment of relevant empirical (moral psychology) arguments, and concludes with (iii) proposals for practical teaching responses. I view these three stages as progressive and interdependent. My presentation will reflect on the challenges inherent in sustaining coherence and consistency in arguments spanning such a diverse range of knowledge domains.
Using an ethnographical approach to study digital youth culture some preliminary methodological considerations

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Over the last approximately 20 years, an increasing interest in studying digital youth cultures has appeared, particularly on students’ lives and learning practices using digital technologies outside schools and their implications for formal education. More recently, however, it has been argued the need of new methodological approaches and methods that enable us to connect the formal and informal learning spaces (Erstad et al., 2009), and see students as actors who learn and move in enabling and constraining environments that shaped their digital experiences (Erstad and Sefton-Green, 2012). To this respect, Ethnography appears as the most recommended methodological option to access students’ (digital) culture using a naturalistic and sociocultural approach (Tudge & Hogan, 2005; Erstad, 2012; Levinson, 2012).

This presentation will show the methodological design of a first year PhD student’s project that aims to analyse the digital experiences in different settings of Chilean secondary education students from diverse socio-economic backgrounds. The project - standing on an interpretativist and sociocultural stance- adopts an ethnographical approach that includes the use of interviewing and observational methods to study student’s digital experiences inside and outside the school setting.

The presentation will discuss on some challenges and risks when doing research with school-aged young people. It will focus particularly on the strengths and weaknesses of using an ethnographical approach, the appropriateness of the methods proposed, and some ethical issues.
Older adults and the use of digital technologies in informal settings: A study of older adults in Taiwan

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The location of this study is Taiwan and it particularly focuses on older people in informal setting. Lifelong learning is crucial to society because the growth of the elderly population affects the age structure of the country. According to statistics on life expectancy in Taiwan released in 2013 by Ministry of the Interior of Taiwan, senior citizens accounted for 11% of country's population (Ministry of the Interior, 2013). An ageing society is a society in which 7% or more of its population are 65 and over, according to UNESCO. Therefore, Taiwan has been referred as an ageing society and it is essential to consider the learning needs of older people (Wu, 2012; Lin and Lin, 2014).

This study is based on a qualitative research design, the target participants in this study are older adults (aged from 55 years and over). The aim is to explore how older people use the Internet as a part of their daily lives. More specifically, this study aims to explore the relationship between older Taiwanese people and their use of digital technologies. Semi-structured interviews, time-used diaries and observations are conducted in this study, the data is analysed by a thematic analysis as analytical method to present the way in which digital technologies support informal learning.
What type of activities students engage in a hands-on (physics) course in a summer school?

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From effective learning research, there is a general consensus that hands-on experiences help students to learn (e.g. Satterthwait, 2010). Although in a preliminary analysis of data collected from a physics course that blends hand-on experience and open ended activities shows that a meaningful academic engaged time by students is scarce.

In this vein, while researching takes place inside of a learning space (e.g. classroom, museums) one of the first sensitive questions is “when does the phenomenon actually occur?” Therefore a more basic question rise: What do students do in the learning space? Or what type of activities students engage with while they are in this space? This presentation aims to show an example of how this classification could be done and what type of problems researches might face in this process.

Sound recorded data collected from a summer physics course that blends hand-on experience, open ended activities and working groups was used. This data shows the dialogues that students have in their groups while they are immersed in three group activities spread along the course. Mixed method approach, including grounded theory (generate codes in data based on iterative reading of transcripts of group discussions) and pre-determined theoretical categories, was used for the qualitative data analysis.

This piece of work will address the following questions: how to classify students’ activities and whether they are meaningful or not (according to “the” purpose). Decisions will be discussed along with of how those decisions will shape your results and therefore your conclusions.
In any research study, methodology can be considered the crux of data collection and analysis because it is usually connected to a theoretical framework around which researchers can find a useful set of methods. The question in this paper is to what extent do researchers have to follow this methodological framework. This paper recounts my own (troubled?) experience of data collection and analysis based on my doctoral research study into the development of authorial identity in academic writing among senior researchers. Qualitative research into writing and identity (especially the studies influenced by Ivanic, 1998) tends to argue that writer identity is in flux as writers are subject to the power of discourse and its methodology involves Critical Language Awareness in which manual coding is the method of analysis. Quantitative research into writing and interaction (especially the studies influenced by Hyland, 2005) tends to argue that many disciplines exercise their own specific discourse and its method is driven by corpus analysis based on a set of lexical items which implies a stable, clear-cut aspect of identity. When I examine how academic writers develop their authorial identity in their publication using the frequency use of lexical items (stable aspect of identity for interaction) on various papers on the trajectory of their career from early years till now (dynamic dimension of identity for development), I come to learn about the trials and tribulations of research rigour and original kind.
Making the transition from natural scientist to qualitative social scientist

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In this presentation I will reflect upon the personal challenges I have experienced as a doctoral researcher entering the world of social science research for the first time. Before embarking on my PhD, my education and training had almost entirely taken place in the field of mathematical and natural sciences. My rudimentary understanding of the research process was more aligned with a positivistic framework: a comprehensive review of the literature followed by the development of hypotheses to be tested and then rejected or accepted on the basis of evidence collected (see Cohen et al., 2007: 16). The research process, as far as I knew it, was logical, linear and could easily be controlled and manipulated by an omnipotent and objective researcher.

Switch to the present day and I am conducting a critical policy analysis which is underpinned by a philosophical framework which adopts an ‘intermediate position between social constructionism and critical realism’ (Mouzelis, 2008: 4). I am using qualitative methods such as semi-structured interviews, documentary analysis and critical discourse analysis to collect and interpret my data. The topic of my research is broad, complex and inherently political, the research process is non-linear and iterative, the actions and behaviours of my research participants cannot be controlled and I cannot ignore the fact that my own political beliefs and prior experiences are affecting the research process itself. The journey has been tough and, at times, unsettling but also wonderfully and irreversibly life-changing. In sharing my story I hope to prompt discussion and reflection on the journeys we all take during our doctoral research.
Alice through the telescope: writing as a way of knowing

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The Alice stories are thought to generate unease by exposing an individual’s struggle to “conform to cultural systems to which they are not especially well suited” (Lane, 2011, p. 1030); my PhD thesis wrestles with such a problem. I am such a problem. When you look through the telescope the wrong way scale and perspective are inverted, everything looks… different. Similarly, I have inverted the focus of my work; exposing my struggle to be more critical, more reflective and more honest, to navigate a path between an inclination towards experimentation and unconventionality and desire to actually, well, get a PhD.

My starting point, the point at which I really felt I stood a chance of getting somewhere, was when I read Julie Davis’ (2004, p. 4) account of writing her own thesis, during which she discovered that “writing, like acquiring data, is also a ‘way of knowing’ …a method of discovery and analysis, and that form and content are inseparable.” (Richardson & Adams St. Pierre, 2005). And thus my thesis in its current form was born: a critical, creative and somewhat unconventional autoethnography of an (almost) participatory research process. In this tradition, I felt I could belong.
The Challenge of Becoming a Critical Ethnographer between Critical Theory and Sociological Models of Reproduction

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This linguistic ethnography presents a new insider perspective on the key role of language in the reshaping of graduates professional identities, knowledge and pedagogies with the educational, social, economic and political arenas in Syria. The aim of the research is to explore how language is deeply implicated in the reproduction of professional identities, inequality, and control of discourses, ideologies and resources. The research is conducted during two stages: one year of informal observation and four month formal data collection carried out in a public administration institution where English and French are taught as foreign languages. The study investigates the investment, strategies, challenges and expectations of three trainees’ identities. Interviews, workplace documents, classroom observation, classroom materials, field notes, policy documents, internship reports, and self-narrative are the main research methods. Armed with critical pedagogies, critical literacy, and Bernstein’s (1990, 1971, 1975, 1996, 2000) and Bourdieu’s (1973, 1977, 1991, 1990) models; the research unravels how public administration trainees articulate knowledge acquisition, boundaries, access, and pedagogical practices which are contested by different agents on the local and the global levels. There are varied challenges facing me in the process of becoming ethnographer. One is represented in the epistemological assumptions of doing ethnography in a natural setting. At the same time, while presenting participants voices, I have to read beyond the participants’ accounts into the socio - economic structures producing their professional identities. The findings reveal that participants’ exercise their agency and resistance depending on the development of their investment, value of knowledge, positions and negotiation of institutional “gatekeeping” (Gumperz, Jupp, and Roberts, 1979). ‘Soft skills’ limits both working and middle class graduates’ mobility within the arena of Arab Knowledge Based Economy and the discourse of modernization of career public service.
Ethnography of emotion in collaborative online learning environments

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This paper outlines the context, theory and philosophy behind the design of an ethnographic study of emotion as a dimension of learning among undergraduate students in networked learning communities. Set against the meteoric rise of online learning, literature suggests that the way students feel about their online learning communities maybe more powerful than academic issues when it comes to the success of an online education. The paper presents Vygotskian sociocultural theory in which the affective dimension of learning intersects with social and cognitive dimensions across space and time. As a methodology, the research adopts qualitative ethnography from a late modern philosophical perspective. The method of ethnographic data collection is outlined as multi-sited and virtual; and the method of data analysis as Ethnographic Writing. The paper concludes with a discussion on the strengths and weaknesses of the current research proposal.
Research Paradigms: Ways of compatibility among their methodologies and methods; is it a myth?

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Research design, methods and techniques can be a dilemma for researchers from the start point of their thinking about their research topics. One aspect of this dilemma is the choice of a paradigm to underpin their research design. With all its factor, epistemologies, ontologies, methodology and method, the paradigm choice can be a problematic issue especially for novice researchers. However, researchers cannot avoid mentioning their paradigm and its components in their thesis whether directly or indirectly. Many philosophical approaches and paradigms have claimed the incompatibilities to mix with other paradigms and their underpinning assumptions, whereas others accept this issue of compatibility. This as another dilemma for researchers since it will determine researchers positioning and identity, issues of ethics, data analysis stages and other issues are central to methodology and methods chapters. This presentation will highlight this issue and uncover issues of incompatibilities and compatibilities among paradigms and their assumptions. It will also explicate issues of mix- and multi-methodologies and methods issues, and how my research thesis has established a rigor underpinning paradigm which has a compatible and coherent features of methodologies and methods.
Posters

A Comparison of the Impact of Extensive and Intensive Reading Approaches on the Reading Fluency and Reading Attitudes of Korean Secondary EFL Learners

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The Extensive Reading (ER) approach promotes learners to read large amounts of easy-to-understand material based on each learner’s interest and reading level. Although several studies have reported a positive impact of ER on English as a Foreign Language (EFL) learners at tertiary educational institutions, few studies have focused on EFL learners at secondary schools.

To address this issue, this quasi-experimental study compares the impact of Extensive Reading (ER) on Korean secondary EFL learners to that of the conventional Intensive Reading (IR) approach that is widely used in Korean secondary schools. IR primarily focuses on close translation or analysis of reading materials which are used to exemplify specific aspects of vocabulary and grammar. The study compares the impact of the ER and IR approach in terms of Korean secondary EFL learners’ (a) reading fluency (reading rate measured in words per minute and reading comprehension), and (b) their attitudes towards English reading after 12-week of lessons using the ER and IR approach respectively.

The result revealed ER group’s reading rate increased significantly higher than IR group after intervention. In addition, the ER group’s comprehension score showed an increase twice that of the IR group’s. Furthermore, learners exposed to ER had a more favourable attitude toward English reading.

Unexpected circumstances in research procedure: How flexible should the plan be?

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Before data collection, we have to plan our schedule. We would expect everything follows as what we have planned. If everything happened according to our plan, that would be great. But when it is not as what we think when we are at the field, how will we manage?

Having a classroom as a place for data collection, the schedule may have to change due to many circumstances, for example; sport day, teacher meeting, test, exam, etc. The most challenging for any educational researchers perhaps is how to get the prospect participants who are young adult students to voluntarily participate in the study. The students who are the target group whom I would like to join in the study were not willing to participate. Moreover once we have participants, how to set the schedule which researchers and participants have to negotiate on a daily basis along the research process.
To date, no research exists on either the quality of, or issues which faced by, special education institutes for students with intellectual disabilities in Saudi Arabia. Accordingly, this study seeks to fill this clear gap in knowledge by conducting a qualitative case study of two main special education institutes for students with intellectual disabilities, one public, and one private. The institutes will be located in one of the biggest cities in the western province of Saudi Arabia. Semi-structured interviews and documentary analysis will be conducted; semi-structured interviews will be conducted with the principals, teachers, and parents of students with intellectual disabilities from the public and private institutes; relevant documents will be critically analysed including any relevant websites; administrative and teaching policies and regulations regarding special education institutes in Saudi Arabia; the Ministry of Education supervision reports; and written papers and teacher reports on the levels of students’ intellectual disabilities progress, in order to arrive at an understanding of the challenges faced by these institutes; of key similarities and differences in terms of the of the quality of the provision between public and private institutes; and of how a working framework can best be developed which enable public special education institutes for students with intellectual disabilities in Saudi Arabia to develop more special education institutes for students with intellectual disabilities in Saudi Arabia to develop more appropriate strategies for the future – and above all, help benefit their students. The findings, it is hoped, will help guide policy/decision makers, principals, teachers, parents and community in Saudi Arabia in closing the gap which is anticipated between public and private special education institutes, and enable the needs of all students with intellectual disabilities to be met most effectively
Feedback
We are keen to know how you find the conference and to improve the quality of our future events, therefore we would highly appreciate your comments.

1. Please give any feedback about the keynotes that you have attended (two keynotes on 30 June and one keynote at the closing session on 1 July)

2. Please give any feedback about the parallel sessions you have attended (A1, A2, B1, B2, C, D1, D2, E1, E2)

3. How do you like the session on the postdoctoral journey?

4. Please leave feedback on the catering

5. Please leave any further comments for the organising committee here (communication before the conference, themes and topics, overall programme, etc.)

6. Overall, please indicate how you would rate this conference (5 being excellent, 3 being average, and 1 being poor. Please circle a number)

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