



UNIVERSITY OF LEEDS

ESSL Graduate School
ANNUAL POSTGRADUATE RESEARCH
CONFERENCE

25th March 2015
Liberty Building
G.32, G.33

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ESSL Postgraduate Research Conference 2015

25th March

Rooms G32-G33, Liberty Building

9:30-10:00	Registration and Coffee (foyer)	
10:00-10:15	Welcome – Hugh Dyer, ESSL Graduate School Director (Room G32)	
10:15-11:15	Session 1	
	<u>Room G32</u>	<u>Room G33</u>
	<p>Transformations in Malaysian Education</p> <p>Liza Isyqi Ramli (School of Education) Attitudes of preschool teachers towards the introduction of Inclusive Education (IE) in Malaysian Government preschools.</p> <p>Zuraidah Ismail and Syakima Ibrahim (School of Education) Transforming the teacher education curriculum: Exploring knowledge and beliefs about teaching and learning</p> <p><i>Chair: Loreto Aliaga-Salas (School of Education)</i></p>	<p>Big Powers: The US, Russia and the EU in political and social transformation</p> <p>Kalina Zhekova (School of Politics and International Studies) Constructing the US: Russian elite discourse on military intervention between 2011-2014</p> <p>Byron Karemba (School of Law) A cosmopolitan critique of the nexus between nationality, economic activity and entitlement to social welfare rights in European Union law.</p> <p><i>Chair: Kathryn Gudmunson (School of Sociology and Social Policy)</i></p>
11:15-12:00	Coffee and Networking Session (Room G32)	
12:00-13:00	Session 2	
	<u>Room G32</u>	<u>Room G33</u>
	<p>Transformative Experiences for English language teachers</p> <p>Khawla Badwan (School of Education) Circling the square: Transforming English language education in EFL contexts</p> <p>Rumana Hossain (School of Education) Impact of studying abroad on English</p>	<p>Transformations in the Chinese Banking Sector</p> <p>Lerong Lu (School of Law) China's deposit insurance and transformation of banking sector</p> <p>Longjie Lu (School of Law) Regulation on bankers' remuneration in Chinese</p>

	language teachers teaching at the Higher Education Institutions in a developing country <i>Chair: Sarah Dorr (School of Politics and International Studies)</i>	state-owned commercial banks <i>Chair: Chi Zhang (School of Politics and International Studies)</i>
13:00-14:15	Lunch and Poster Viewing	
14:15-15:45	Session 3	
	<u>Room G32</u>	
	Social transformation through group and community structures	
	 Loreto Aliaga-Salas (School of Education) Teacher trainer change through engagement with an innovative pre-service English teacher curriculum in Chile	
	Samyia Ambreen (School of Education) Group organisation and dynamic nature of students' interaction in an English primary classroom	
	Ben Vincent (School of Sociology and Social Policy) Non-binary negotiations - the roles of queer communities and medical practice in non-binary transgender identities	
	<i>Chair: Jessica Bradley (School of Education)</i>	
15:45-16:15	Poster Prizes and Close (Room G32)	
16:15-17:00	Wine Reception (Soft drinks also available)	

Poster Presentations:

Arwa Gandeel (School of Education) 'I believe they can speak!' Teachers' beliefs and practices and the teaching of speaking
Alexandra Gruian (School of Sociology and Social Policy) Ova selling in Romania – a choreography of (de)legalization
Kathryn Gudmunson (School of Sociology and Social Policy) The evolution of Czech drug policy in the post-Soviet era
Syakima Ibrahim (School of Education) Making a curriculum reform work: Measuring teacher knowledge of science process skills
Zuraidah Ismail (School of Education) Journey of the mind: Exploring the evolution of newly qualified teachers' cognition
Adekemi Omotubora (School of Law) 'Your money or your money?' The Internet and the changing interpretation of 'serious crimes' in Nigeria
Liza Isyqi Ramli (School of Education) Attitudes of preschool teachers towards the introduction of Inclusive Education (IE) in Malaysian government preschools
Louisa Riches (School of Law) The purpose of the Universal Periodic Review in relation to states in crisis

THE CONFERENCE ORGANIZING TEAM

Stephania Albert Jonglai

School of Education

Sarah Dorr

School of Politics and International Studies

Gisli Vogler

School of Politics and International Studies

Chi Zhang

School of Politics and International Studies

ABSTRACTS OF ORAL PRESENTATIONS

SESSION ONE

10:15-11:15

ROOM G32	
Chair <i>Loreto Aliaga-Salas (School of Education)</i> Transformations in Malaysian Education	
Presenter	Liza Isyqi Ramli (School of Education) Attitudes of preschool teachers towards the introduction of Inclusive Education (IE) in Malaysian Government preschools.
Abstract	The Ministry of Education in Malaysia intends to introduce Inclusive Education (IE) at the preschool level. The introduction of IE will require high demands of preschool teachers to include children with special education needs (SEN). Some teachers have negative attitudes towards IE due to several reasons such as insufficient training and knowledge on SEN and IE. However, some studies demonstrate that the positive attitudes amongst teachers who are willing to accept children with SEN despite they do not know how to manage children with SEN. Therefore, this study will explore the attitudes of the preschool teachers towards IE by identifying the factors which influence their attitudes and to what extent these factors influence their attitudes. By understanding the teachers' attitudes, extra support could be provided to the preschool teachers in the implementation of IE. This is crucial as the preschools teachers' attitude is one of the aspects that determine the success in the implementation of IE. The participants in the study will complete <i>The Malaysian Preschool Teachers' Attitudes on Inclusive Education Scales</i> . It is hoped that this study will contribute to the available international literature on the attitudes towards IE especially with regards to preschool teachers. The combination of the three component model of attitude and ecological system theory will enable to identify the factors which will contribute to teachers' attitudes towards IE. Furthermore this study will provide some opportunities or 'voice' to the teachers to give some insights on their attitudes towards IE. Stoiber et al. (1998) state that the voices of those directly involved in change should be heard because they provide valuable 'inside' perceptions and information. The implications of this study could contribute to the improvement of preschool pre-service teacher training programmes, give support to the preschool teachers and inform the policy makers to restructure the preschool teacher training programme for IE in Malaysia.
Presenter	Zuraidah Ismail and Syakima Ibrahim (School of Education) Transforming the teacher education curriculum: Exploring knowledge and beliefs about teaching and learning
Abstract	Research on teachers' knowledge is relatively under-researched especially at the Institutes of Teacher Education (ITEs) level in Malaysia. In 2007, ITEs are responsible for running their own programme for preparing graduate teachers for primary school. A new teacher education curriculum has been designed and is currently being provided at all the 27 ITEs across the country. Until recently, a new curriculum for the primary school, Primary School Standard Curriculum (KSSR) was launched in an effort to restructure the components in the previous curriculum, Integrated Curriculum for Primary School (KBSR). The introduction of KSSR has however challenged the teacher education curriculum to transform. This presentation will introduce and explain two studies on teachers' knowledge in different fields of teacher education: Science Education (SE) and Second Language Teacher Education (SLTE). The studies explore how the new national curriculum and the transformation in the teacher education curriculum have affected many stakeholders, particularly trainee teachers and beginning teachers. The transformation has been complicated by three main issues: i) The primary school curriculum changed shortly after the intake of the trainee teachers was admitted and the lack of clarity among teacher trainees regarding what the new curriculum means; ii) generally poor competencies of primary teacher trainees; and iii) mismatch in teaching and learning approaches between the two curricula. The aim of the SE study is to develop a tool to identify teacher trainees' ability in teaching process skill-approach knowledge of science during training. SLTE, the aim is to explore the evolution of beginning teachers' cognition in Malaysian primary schools. The studies differ in terms of their research methodologies; the former adopts a mixed-method approach using questionnaire and observation whilst the latter study adopts a qualitative method, case studies.

ABSTRACTS OF ORAL PRESENTATIONS
SESSION ONE
10:15-11:15

ROOM 633	
Chair <i>Kathryn Gudmunson (School of Sociology and Social Policy)</i> Big Powers: The US, Russia and the EU in political and social transformation	
Presenter	Kalina Zhekova (School of Politics and International Studies) Constructing the US: Russian elite discourse on military intervention between 2011-2014
Abstract	U.S.-Russian relations have been in a dynamic state of uncertainty since the end of the Cold War, transforming the landscape of international relations with peaking tensions around cases of both Russian and U.S.-led military interventions. The increasingly tense development of bilateral ties in the period from 2011 to 2014 has further sparked a cycle of debates on the issue of military intervention in post-Cold War U.S.-Russian relations situating Russian foreign policy at the centre of attention in international affairs. While many studies have examined Russian foreign policy in cases of military interventions from an external perspective, this project adopts an 'inside-out' approach and combines a critical geopolitical framework with poststructuralist discourse analysis for the investigation of Russian official and media discourse. It investigates the way Russian elite discourses on military intervention between 2011-2014 construct the U.S. as Russia's Other as well as the implications this has for the contested nature of Russian national identity and its relationship with foreign policy as a discursive practice. In so doing, the research draws upon and contributes to academic debates on Russian foreign policy in 21st Century international relations as well as theoretical scholarship on poststructuralist approaches to foreign policy analysis.
Presenter	Byron Karemba (School of Law) A Cosmopolitan Critique of the Nexus between Nationality, Economic Activity and Entitlement to Social Welfare Rights in European Union Law
Abstract	The European Union's legal framework which makes provision for entitlement to social welfare rights is characterised by two deficits. Firstly, Union law fails to provide for the universal entitlement to social welfare rights for EU citizens. This first deficit is predicated on the distinction made between geographically mobile economically active citizens and economically inactive citizens. The second deficit concerns the lack of equal treatment in entitlement to such rights in the context of third country nationals. Though supranational in form, EU citizenship sustains the nationality principle as a discriminatory criterion for allocation of social welfare rights. Using a cosmopolitan theoretical framework, I argue that current Union law and institutional practice fails to sustain the ubiquitous commitments to universally uphold human rights as codified within the EU's own legal instruments. In this paper, I appeal to the core cosmopolitan principles of universal morality, human respect and human dignity to conduct an appraisal of the Union's <i>acquis communautaire</i> which governs entitlement to social welfare rights. As a remedy to the two deficits, I also argue that the cosmopolitan ideal of universal entitlement to social welfare rights can be realised <i>mutatis mutandi</i> – meaning altering only the features of EU law which need changing. In addition to making a rejection of EU citizenship as currently formulated in EU law, I argue for a cosmopolitan reconstruction of the EU law principles of "equal treatment" and "non-discrimination" as a solution to the identified deficits. The paper also engages with the current political discourse on entitlement to social welfare rights in EU Member States and contests the prevailing "instrumentalisation" of such rights as a way of advancing eurosceptic agendas.

ABSTRACTS OF ORAL PRESENTATIONS

SESSION TWO

12.00-13.00

ROOM G32	
Chair <i>Sarah Dorr (School of Politics and International Studies)</i> Transformative Experiences for English language teachers	
Presenter	Khawla Badwan (School of Education) Circling the square: Transforming English language education in EFL contexts
Abstract	<p>The simplistic monolithic conceptualisation of English, as embraced in the majority of English as a Foreign Language (EFL) contexts, misleadingly makes language learners believe that the English they are taught is all what they need to successfully live and study in the UK. However, with the unprecedented flow of people in the contemporary globalised world, many language learners who come to study in the UK Higher Education (HE) are confronted with dynamic and complex realisations of English, which could render their previous English language education insufficient and unrealistic. This empirical study looks at the sociolinguistic trajectories of eight Arab academic sojourners in the UK HE. Longitudinal interviews over a period of eight months were conducted to investigate the impact of mobility and sociocultural heterogeneity on language learners' conceptualisations of English. Following Blommaert (2010, 2014), this study contributes to the current understanding of the sociolinguistics of globalisation and mobility. Preliminary findings suggest that English language education in EFL contexts, if it is to create realistic insights, requires major transformations as to how English is taught and presented to learners whose major language conceptualisation comes primarily from their English language teachers, a vast majority of which has not experienced using their English in English-speaking environments. This presentation features the sociolinguistic challenges of academic sojourners and how their previous language education did not prepare them to handle the complex linguistic scene beyond their geographical borders. English language educators in the UK and in EFL contexts can benefit from understanding these challenges, which is a crucial step prior to attempts of language education transformations.</p> <p>Keywords: Sociolinguistics of globalisation and mobility, academic sojourning, study abroad, language education.</p>
Presenter	Rumana Hossain (School of Education) Impact of studying abroad on English language teachers teaching at the Higher Education Institutions in a developing country
Abstract	<p>This paper addresses an issue related to the transformation and challenges faced by the English language teachers who have studied abroad and are currently teaching at different higher education institutions in a developing country like Bangladesh. The focus is on the longer-term impact of post studying abroad on individuals' careers. The experience of studying abroad in itself is supposed to be quite complex, encompassing exposure to local culture, to new teaching methods, new technology, and lots of new ideas. Every year a number of foreign language teachers from different universities of Bangladesh receive scholarships or funding to study abroad from UK, USA and Australia government-funded sources like Hornby, Chevening, Commonwealth, Fullbright, ALA, Endeavour and other scholarship programs. Much investigation has been carried out on the learning experiences of the teachers while they were studying but very few attempts have been made to investigate what use the teachers made of their acquired knowledge and transformed their teaching styles and methods after they returned to their home country. This study is thus an attempt to explore whether these Western trained teachers on their return have made changes to their teaching approaches and classroom practice, how or in what ways have they done it, what challenges did they face or are they facing and what measures can be taken to overcome these barriers. These issues seem central to the future of English language teaching at the university level and based on the opinion of the teachers, the study provides recommendations to bridge the gap between the existing language teaching policy and practice.</p>

ABSTRACTS OF ORAL PRESENTATIONS
SESSION TWO
12.00-13.00

<u>ROOM G33</u>	
Chair <i>Chi Zhang (School of Politics and International Studies)</i> Transformations in the Chinese Banking Sector	
Presenter	Lerong Lu (School of Law) Challenges and Changes of Chinese Banking Sector
Abstract	<p>As China started to launch its reform and open-up policy in the late 1970s, its economy has been growing at a rapid speed of double-digit for three decades. However, due to the recent global financial crisis, the second largest economy in the world has been gradually slowing down its pace of development and undergoing significant changes, including its enormous banking sector. At present, 4 out of 10 largest banks in the world come from China, but the era of rapid expansion and high profit came to an end, as Chinese banks are facing significant challenges and changes. For example, there have been a lot of challengers to traditional banks, like Yu'E Bao and peer-to-peer (P2P) lending platforms. Yu'E Bao, an online investment fund provided by Internet giant Alibaba, has attracted more than 81 million investors. It provides investors with a considerable return for 4 per cent annualised rate, as well as the convenience of instant withdrawals, so many Chinese savers choose to transfer their money from bank accounts to Yu'E Bao. Similarly, known for banking without banks, rising P2P lending platforms in China also wins favours of many savers, as their products can generate more than 10 per cent yearly return. Moreover, changes also come from inside the banking sector, such as interest rate liberalisation and introduction of deposit insurance system (DIS). It is said that China is going to introduce DIS this year, which is an important element of financial safety net to protect depositors from losses caused by bank runs. It will allow banks to fail in a more market-oriented environment and increase the competitiveness in the financial industry. There is no doubt that all of these internal and external factors will transform the landscape of the most dynamic banking industry in the world.</p>
Presenter	Longjie Lu (School of Law) Regulation on bankers' remuneration in Chinese state-owned commercial banks
Abstract	<p>State-owned commercial banks in China are playing a very important role in the financial sector. In order to establish a modern banking system, reforms in state-owned banks have been carried out in the last decade. Although many achievements have been made, the regulatory reform on bankers' remuneration is still lagging far behind other aspects. This research investigates the problems in bankers' remuneration and its regulation system in state-owned commercial banks, and discusses the feasible regulatory reforms to establish sound corporate governance and executive remuneration structures. The research first presents an overview of the regulation on bankers' remuneration in Chinese state-owned commercial banks from a theoretical perspective. Then with a description of bankers' remuneration level and bureaucracy development in five state-owned commercial banks, the research shows three main problems. First, bankers' remuneration in state-owned commercial banks is much lower than that in listed joined-stock commercial banks and other private banking institutions. Second, the experience as a top executive in state-owned commercial banks is usually linked to the official careers of those bankers. Third, political or bureaucracy development instead of remuneration is the main incentive for bankers, which lead to the fact that they only consider how to follow government policies rather than market disciplines. Government intervention in bankers' remuneration is still very strong and bankers' remuneration and incentives are mainly designed to make them loyal to the state. Therefore, it is necessary for Chinese banking regulators to remove government's personnel interests from state-owned commercial banks and introduce a market-oriented regulation system for bankers' remuneration.</p>

ABSTRACTS OF ORAL PRESENTATIONS

SESSION THREE

14.15-15.45

ROOM G32	
Chair <i>Jessica Bradley (School of Education)</i> Social transformation through group and community structures	
Presenter	Loreto Aliaga-Salas (School of Education) Teacher trainer change through engagement with an innovative pre-service English teacher curriculum in Chile
Abstract	In this presentation, I introduce the Integrated Curriculum (IC), which is a five-year pre-service English teacher education programme in a private university in Santiago, Chile. This curriculum intends to train English teachers who see the teaching of English as a means to promote social justice and better opportunities for all students, particularly those in lower-income classes, since Chile has the highest level of income inequality of all OECD countries (OECD, 2014). The implementation started in 2011 and the first cohort graduates in December 2015. The IC is innovative in the sense that it explicitly promotes an integrated approach to provision of the curricular strands (learning English, education, teaching methodology, and school placements). Therefore, both the content and teaching/learning process of each strand is intended (and expected) to feed other strands, by drawing both on trainees' experiences of learning at the university, and their experiences of working in schools during the school strand. Enabling such integration poses great demands on teacher trainers. Over 60% of the total hours of instruction are spent learning English, since trainees have very low proficiency when they start. Most teacher trainers (TTs) teaching this strand are hourly-paid and part-time. Although they may explicitly agree with the principles underlying the curriculum when appointed, their classroom practices with trainees are not always consistent with curriculum objectives. My research focuses on the extent to which their cognitions are and remain consistent with the goals of the curriculum, and on organisational/cultural factors hindering and supporting such consistency. I will introduce the national and local context and first insights from my initial analysis of the pilot study interviews in January 2015, focusing on what data suggests on TTs' understandings of the IC, their views on their classroom practices, and the implications of these in the overall IC implementation and future actions.
Presenter	Samyia Ambreen (School of Education) Group organisation and dynamic nature of students' interaction in an English primary classroom
Abstract	The requirement to introduce group work in primary classrooms has become universal now. Most of the high flyers in the international league tables including Hong Kong and Singapore have revised their curriculums in which pupils' participation has been encouraged through the use of group work (Galton, Hargreaves, 2009). Group work in English (UK) primary classrooms has introduced during 1970s and later on in 1990s, it became mandatory for state schools to organise classroom for group learning. Since, national curriculum laid its huge emphasis on raising academic standards of pupils therefore; grouping children on basis of their attaining levels and abilities was suggested as foremost form of group work throughout the country. From that to onwards, we find pupils in primary classrooms either grouped by fixed or mixed abilities. In my doctoral thesis, I am studying students' participation and interaction in these two (fixed and mixed) abilities groups. I have studied one primary classroom while applying ethnographic research approach. In this presentation, I will speak about the nature of student's interaction and cooperation in group setting and how it get influenced when group structures are transformed from fixed to mixed abilities groups? I will share my initial findings based on the interpretations of data gathered through observational notes and audio recordings of students' group work and interviews with students and the class teacher. One of the significant findings indicates that students 'interactions vary from one group to another and may be from one peer to another peer while taking influence from the overall context of the classroom and school. Similar to it, there are various factors identified through the analysis of data that need to be addressed by class teachers, school administration and educational policy makers for promoting collaborative learning among young learners effectively.

Presenter	Ben Vincent (School of Sociology and Social Policy) Non-binary negotiations - the roles of queer communities and medical practice in non-binary transgender identities
Abstract	<p>Over the last century, gender has simultaneously undergone a great shift away from an essentialising and pathologising narrative, whilst also seeing an explosion in the possibilities of individual identities. Non-binary gender identities however, have received little consideration medically, legally, and sociologically. This paper is a discussion of the key doctoral work produced to date which discusses the negotiation of non-binary gender identities within a UK context, with particular reference to medical practice and queer communities. The transformation of gender categories means that the question of how non-binary identified individuals are involved with and integrated into LGBTQ communities poses significant challenges. This is also true regarding non-binary negotiation of medical practices. The project utilises broad definitions of medical practice and queer communities, in order to better capture a wide breadth of experience of medical services - not simply relating to gender affirming services related to transition. Further 'queer community' signals more loosely defined interactions, rather than involvement with formal organisations. The project utilises a 'mixed media' diary methodology, which invites participants to select the manner in which they would like to produce diary entries. This is in order to enrich the data through privileging the methods of expression preferred by individuals, which resonates with a reflexive and emancipatory framework. These diaries will be collected for four months, beginning in February. Follow-up interviews are to be conducted in order to synergistically access the thoughts and views of participants through separate data collection formats. The theoretical framework originates in symbolic interactionism, as this pragmatically allows synthesis with activist aspirations. Due to this being the first project to privilege non-binary voices within a UK context, the potential for this work includes the improvement of a wide range of medical policies and community action.</p>

POSTER PRESENTATIONS

Arwa Gandeel

School of Education

'I believe they can speak!' Teachers' beliefs and practices and the teaching of speaking

Teacher beliefs are a well-established area of inquiry in the field of language teacher education. It is now widely accepted that to understand what teachers do in the classroom we need to gain insight into the beliefs that shape their work. In this poster I report the findings of my qualitative research study on teachers' beliefs and practices regarding the teaching of speaking. The study included five case studies. The participants were five female Saudi English language teachers who are teaching English to the preparatory year students in a Saudi University. The data was collected through semi-structured interviews and classroom observations. This poster describes the beliefs and the practices of the five participant teachers and it identifies the complex relationship between their beliefs and practices. It also presents the main implications and contributions of the study to teachers' professional development and training.

Alexandra Gruian

School of Sociology and Social Policy

Ova selling in Romania – a choreography of (de)legalization

In the global assisted reproduction market, Romania has become known as an ova exporting country. Romanian legislation regarding assisted reproduction is scarce, with no law tackling the subject on its own. However, present regulation does forbid the selling of organs, amongst which oocytes are included. Consequently, ova retrieved in order to be marketed undergo a process of *laundering* (Manzano et al., 2014) through the means of an entire mechanism put to work so as to transform ova collected through an illegal transaction into legitimate body parts that can be then used for creating babies. The present research aims at mapping how different medical practices, body parts and subjects are articulated into what I call a *choreography*² of (de)legalization in the process of ova selling. The inquiry also intends to give a voice to the ova sellers themselves, trying to clarify what their motivations and consequences of their involvement in this industry are. It is expected that this research will deepen the understanding of ova selling as a powerfully stratifying industry that, according to a neoliberal ideology of personal choice, permits the abjection and thus the exploitation of marginalized groups of people for the use of those deemed desirable to reproduce not only biologically, but socially as well.

² I draw on Charis Thompson's concept of ontological choreography (2005), however I retain only the meaning of choreography as a complex set of acts and procedures that, in my case, construct certain practices, body parts and subjects as legal or illegal.

Kathryn Gudmunson

School of Sociology and Social Policy

The Evolution of Czech Drug Policy in the Post-Soviet Era

While Czechoslovakia was under Soviet jurisdiction, drug abuse was a non-issue. Due to strict border controls, drug use and distribution had been limited to domestically produced substances, including pervitin (methamphetamine), 'braun' (a homemade opioid), inhalants, and locally grown marijuana, which was limited. With the dissolution of the Soviet Union at the end of 1989, the Czechoslovak Republic became an independent entity. In an attempt to distance itself from the communist policies of the former USSR, the country adopted a number of liberal policies. These spanned over a wide range of areas, including extensive modification of the criminal code. Substantive changes were made, such as the abolition of the death penalty and the decriminalisation of drug use and possession. At the time, the impacts of such changes were not politically contentious and garnered little attention. Unfortunately, the changes to the drug industry were also plentiful. With open borders, a wide range of new drugs became available. Pervitin and braun retained their popularity, but a greater availability of cannabis products, cocaine, and heroin diversified the drug scene and led to an increase in use. Drug abuse in Czechoslovakia rose substantially, or at least appeared to, which was of great public concern both due to public health risks and fear of criminal activity. In 1993, when the Czech Republic and Slovakia separated, the two countries diverged on the issue of drug policy. The Czech Republic maintained the liberal personal use policies while Slovakia, concerned that liberal legislation would not allow for effective control of the growing drug problem, reverted to a more prohibitive policy. This paper examines how the Czech drug policy has evolved over time and how that relates to the drug situation in the country.

Syakima Ibrahim

School of Education

Making a curriculum reform work: Measuring teacher knowledge of science process skills

The latest primary science curriculum in Malaysia has emphasized the acquisition of scientific process skills (SPS)(e.g: observing, hypothesizing, predicting, investigating, interpreting and communicating) as well as the understanding of basic principles of scientific concepts. This transformation attempts to upgrade the scientific literacy in schools to enable students to better develop their scientific enquiry skills. This reform explicitly asks teachers to change their teaching strategies by shifting from direct instruction to facilitating learning through SPS. However, these changes have not yet been sufficiently reflected in the teacher education curriculum. Science teacher education currently offers a mix of content, pedagogy and contexts without stating implicit knowledge trainees are supposed to construct or how to utilize this knowledge in order to promote SPS-approach in primary science curricula. To further improve the quality of new teachers, it is crucial to identify the significant knowledge of teaching process skills in teacher education. This study will develop a tool for measuring knowledge in teaching SPS-approach among teacher trainees. The Fuzzy Delphi method will be used to develop the tool's items. These items will be then used to seek insights from individual trainees about their knowledge and how it develops. Classroom observation and document analysis will be also be used to validate the tool. It is hoped that this tool will be useful in evaluating the progress of science teacher trainees beyond merely their conceptual understanding and content knowledge. It is hoped that this study will improve trainees' ability to teach via a process skills-approach as intended by curriculum reformers.

Zuraidah Ismail
School of Education

Journey of the mind: Exploring the evolution of newly qualified teachers' cognition

There is considerable national concern about the language proficiency of English teachers particularly at primary level in Malaysia. One of the government efforts to curb this issue is to provide training at a degree level via Institute of Teacher Education (ITE). Previously, the highest qualification for the primary school teachers in Malaysia is at Diploma in Education. Recently, ITEs have been given the role of running their own independent Bachelor of Education (B.Ed.) Teaching English as a Second Language (TESL) programmes. However this process has been complicated by the fact that the primary school curriculum changed shortly after the first intake of B.Ed. trainee teachers were admitted and the lack of clarity among teacher educators regarding what the new curriculum means; and the generally poor language abilities of primary trainee teachers. In this project, I intend to explore how their cognition evolves over their first year of teaching in terms of knowledge and beliefs about teaching and learning; the contextual factors that might influence their thinking and classroom practice; and what these experiences suggest regarding adjustment to the content and process of the ITE curriculum. The recent trends in Second Language Teacher Education (SLTE) research focuses on recognising the role of teacher as an agent of change. This study hopes to add to the body of knowledge of teachers teaching in public schools, which Borg (2006) highlights that the research in this area is so far limited. In addition, Malaysian ITEs are now responsible for their own teacher education programmes for the training of primary school teachers. The study will provide a sense of the extent to which their newly introduced B.Ed. TESL curriculum and the approach implemented in delivering the curriculum is appropriate preparation for beginning teachers in primary English classroom.

Adekemi Omotubora
School of Law

"Your money or your money?" The internet and the changing interpretation of "serious crimes" in Nigeria

Within Nigerian society, crimes such as robbery, armed robbery, fraud and even theft are considered serious and often attract severe punishment to indicate society's stigmatisation and intolerance. Armed robbers for instance are notorious for demanding from their victims; "your money or your life"? This translates to a threat that if the victim does not surrender his money or other valuables, he risks death. However, cybercrimes including cyber thefts and fraud are viewed differently. Perhaps, on account of the lack of proximity between criminals and victims enabled by the internet, such crimes are perceived as less likely to carry attendant consequences of death or physical injury. For such crimes, the conclusions appear to be that the criminals' motive is money and this is the only achievable purpose. The threat to the victim is therefore always "your money or your money", and never "your money or your life". Consequently, the society and even the law have failed to respond to the threats posed by cybercriminals. This paper demonstrates that assumptions that cybercrimes are less serious crimes are misleading and incorrect. For example, the crimes yield considerable financial returns as hackers could steal more money online than a bank robber. The paper also shows that even when the objective of the criminal is theft or fraud, cybercrimes could lead to potentially fatal consequences. It therefore concludes that where extant laws and regulations fail to meet the challenges of the internet, the alternative is to develop adequate legislative responses rather than undermine the threats.

Liza Isyqi Ramli
School of Education

Attitudes of preschool teachers towards the introduction of Inclusive Education (IE) in Malaysian government preschools.

The Ministry of Education in Malaysia intends to introduce Inclusive Education (IE) at the preschool level. The introduction of IE will require high demands of preschool teachers to include children with special education needs (SEN). Some teachers have negative attitudes towards IE due to several reasons such as insufficient training and knowledge on SEN and IE. However, some studies demonstrate that the positive attitudes amongst teachers who are willing to accept children with SEN despite they do not know how to manage children with SEN. Therefore, this study will explore the attitudes of the preschool teachers towards IE by identifying the factors which influence their attitudes and to what extent these factors influence their attitudes. By understanding the teachers' attitudes, extra support could be provided to the preschool teachers in the implementation of IE. This is crucial as the preschools teachers' attitude is one of the aspects that determine the success in the implementation of IE. The participants in the study will complete *The Malaysian Preschool Teachers' Attitudes on Inclusive Education Scales*. It is hoped that this study will contribute to the available international literature on the attitudes towards IE especially with regards to preschool teachers. The combination of the three component model of attitude and ecological system theory will enable to identify the factors which will contribute to teachers' attitudes towards IE. Furthermore this study will provide some opportunities or 'voice' to the teachers to give some insights on their attitudes towards IE. Stoiber et al. (1998) state that the voices of those directly involved in change should be heard because they provide valuable 'inside' perceptions and information. The implications of this study could contribute to the improvement of preschool pre-service teacher training programmes, give support to the preschool teachers and inform the policy makers to restructure the preschool teacher training programme for IE in Malaysia.

Louisa Riches
School of Law

The purpose of the Universal Periodic Review in relation to states in crisis

This poster explores the United Nations stated purpose of the Universal Periodic Review, a human rights monitoring and reporting mechanism, and critically assesses the extent to which that purpose can be achieved in relation to states in crisis. In doing so, this poster defines the term 'state in crisis' and proposes that the study's research is interdisciplinary, situating it in the field of international law and international relations. Taking account of indexes that rank states according to their stability, weakness and/or fragility and in conjunction with the author's first-hand experience coupled with, to a lesser extent, the security strategies of the US and the UK, this poster explains the thesis' focus primarily on Afghanistan and Yemen (other weak and fragile states will be referred to, however, not in as much detail). In all, this chapter sets the scene for the critical assessment that will follow, that will consist of an examination of the UPR's purpose, legitimacy and credibility in light of the instability and insecurity within and across such state borders for governments, their citizens, civil society and the wider international community. Finally, this poster will explain the empirical research that will be undertaken and the data analysis that will be conducted, outlining the conceptual framework within and against which this will take place.

EVALUATION FORM

ESSL Postgraduate Research Student Conference, 25th March 2015

We would be very grateful if you could spare a couple of minutes to provide us with some feedback on this year's ESSL Graduate School Postgraduate Research Conference. We value your comments and will use these to inform our programme in the future.

Please tick the appropriate box in each case. There may well be questions which are inappropriate to you. In such cases, you may wish either not to answer the question or to provide 'additional comments' only.

I belong to the following category:

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<input type="checkbox"/>
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Please rate the publicity for the event:

Poor

Satisfactory

Good

Additional comments:

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Please rate the registration process for the event:

Poor

Satisfactory

Good

Additional comments:

.....

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Failed to meet my needs

Quite Useful

Very Useful

Additional comments:

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Please rate the opportunities to speak with other students:

Failed to meet my needs

Quite Useful

Very Useful

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Additional comments:

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Please provide any further suggestions for improvement

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Should the Faculty Graduate School organise a Postgraduate Conference every year?

Yes No

If yes please indicate when you feel this would be the best time to have this during the session?

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What future topics could be of interest to you?

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Thank you for your cooperation