UNIVERSITY OF LEEDS

# ESSL Graduate School
# ANNUAL POSTGRADUATE RESEARCH CONFERENCE
## 21st March 2016

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# ESSL Postgraduate Research Conference 2016
# 21st March
# Rooms G32 and G33, Liberty Building

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|---|---|
| 10:00-10:45 | **Registration and Coffee (foyer/G33)** |
| 10:45-11:00 | **Welcome – Professor Jeremy Higham, Dean of the Faculty of Education, Social Sciences and Law (G32)** |
| 11:00-12:30 | **Session 1 – Identities (G32)** |
| | Bolaji Balogun - *Islamophobia, Catholicism and Whiteness in Poland* <br><br> Alena Ryazanova - *Russian Study Abroad sojourners' voice trajectories through the lens of ideologies* <br><br> Steven Graby - *Personal assistance for disabled people: challenging inequalities in social relationships or creating new ones?* <br><br> Chair: Yuri van Hoef |
| 12:30 – 13:30 | **Lunch** |
| 13:30-14:30 | **Session 2 – Policies** |
| | Loreto Aliaga-Salas - *Challenging inequality through an innovative pre-service English teaching programme: A case study in teacher education in Chile* <br><br> Mostafa Attia - *Egyptian disability movement in a post-revolution era* <br><br> Chair: Neda Nobari Nazari |
| 14:30-14:45 | **Coffee Break** |
| 14:45-15:15 | **Networking session** |
| 15:15-16:15 | **Session 3 - Education** |
| | Samyia Ambreen - *Exploring the nature of attainment based inequalities among pupils in state primary schools in England* <br><br> LaTonia Siler-Holloman & Tiffany Holloman - *Historically Black College and University Scholars and Agitators: W. E. B. Du Bois and Pauli Murray* <br><br> Chair: Melike Bulut |
| 16:15-16:30 | **Prizes and Closing Remarks – Dr Hugh Dyer, Faculty Director of Graduate Studies** |

# THE CONFERENCE ORGANISING TEAM

**Handan Lu**
*School of Education*

**Hong Gao**
*School of Politics and International Studies*

**Ashley Bullard**
*School of Sociology and Social Policy*

**Mostafa Attia**
*School of Sociology and Social Policy*

**James Beresford**
*School of Sociology and Social Policy*

| ROOM G32 |
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| **Chair:**<br>*Yuri Van Hoef (School of Politics and International Studies)* |
| **Identities** |

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| **Presenter** | **Bolaji Balogun (School of Sociology and Social Policy)**<br>Islamophobia, Catholicism and Whiteness in Poland. |
| **Abstract** | One key factor that seems to influence racialisation within Central Eastern Europe (CEE) is the preconception about individuals based on differences in skin colour and appearance. Colour racialisation is evidence in the case of black people, and appearance, in terms of costume, in the cases of Jews' and Muslims' unique appearances. This sort of involuntary assignment of a social category puts pressure on Jews, Muslims, and Blacks to identify themselves with an imposed order. Importantly, the portrayal of blackness as a form of curiosity and exotic 'Other' is an indicative of how historical distortion has affected relations between majority and minority groups in countries that hardly had colonial contact with non-white population. This pattern of racialisation shows high level of intolerance within CEE countries that leads to different forms of discrimination and xenophobic attitudes which tend to depict some Central Eastern European countries as exclusive states.<br>Unchallenged discriminatory practices that led to poor record on racial equality makes Poland, a leading state within CEE and emerging player in the European Union, an interesting case. It has been argued that the Polish Police, the state Prosecutors and the Courts' treatment of many racial discriminatory cases as facetious is responsible for poor racial equality in Poland (Kasprowicz, 2010). This may suggest why, in 2010, the European Union Commission referred Poland to the EU Court of Justice for failing to implement, among other anti-discriminatory legislations, EU rules that prohibit discrimination on race and ethnicity (EU Commission, 2010). In the same year, Poland elected its first black Member of Parliament. It was something unusual and still uncommon in CEE, which indicates that although racialisation within CEE may have a similar pattern, there is a shift in the pattern of racialisation in Poland.<br>The focus of this presentation is twofold. First, it attempts to show how Islamophobia, Catholicism and the notion of Whiteness are linked to racial discrimination that exacerbates the notion of Blackness in Poland. Second, it provides a grounded argument for 'Rzeczpospolita' (Polish–Lithuanian Commonwealth 1569-1795) as an alternative reading to the current racial discriminatory practices in Poland. |

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| **Presenter** | **Alena Ryazanova (School of Education)**<br>Russian Study Abroad sojourners' voice trajectories through the lens of ideologies |
| **Abstract** | This presentation reports on a project investigating study abroad (SA) experiences in the UK and exploring the links between the concepts of identity, voice, ideologies and social inequalities. The main goal of the project is to consider the phenomena of developing voice trajectories by Russian academic sojourners through the lens of their ideologies within migrant settings, while negotiating identities, simultaneously experiencing and using two (or more) languages and cultures and dealing with social inequalities issues.<br>This project overall contributes to the existing body of work on the reciprocal relationships between language, academic sojourning (as an aspect of migration) and social inequalities, while springing from the need to hear the earlier undocumented stories of Russian academic sojourners on their overall experiences of living and studying abroad. While centring around the phenomenon of sociolinguistic trajectories, the study addresses the problems of how SA sojourners deal with the power being explicitly and implicitly imposed on them as migrants. It also examines the role of language in the process of making the individuals' voices 'audible' within a new society, since it basically serves as a key to undertaking a course of study, accessing social services and resources, as well as the main means for negotiating identities and expressing resistance towards ruling norms.<br>In my talk I discuss the process and the outcomes of the preliminary work on the project. We examine the audio and video recordings of narrative and interactional data from Russian SA sojourners. I have approached this data from a number of different theoretical perspectives. I describe how my analyses enable insights into the reciprocal relationships between students mobility, sociocultural superdiversity, linguistic heterogeneity, discourses of power and domination, and identity construction, self perception and (language) ideologies. |
| **Presenter** | **Steven Graby (School of Sociology and Social Policy)**<br>Personal assistance for disabled people: challenging inequalities in social relationships or creating new ones? |
| **Abstract** | It has been argued (e.g. Morris 1991; Thomas 1999) that disabled people experience inequality and oppression not only in the 'public' spheres of the economy and built environment, but also in the 'private' spheres of personal relationships, including family, sexual/romantic partnerships, friendships and wider 'social life'. Particularly in the family sphere, disabled people who need assistance with daily living activities have been particularly disadvantaged by having to rely on the voluntary labour of family members as 'carers', which has often also resulted in hardship and social exclusion for the 'carers' themselves (Keith 1992; Shakespeare 2000). The direct employment of personal assistants (PAs) by disabled people, using public funding, has been advanced by the Disabled People's Movement as a solution to both these problems, and many disabled people have testified to its positive effects in terms of social inclusion (e.g. Briggs 1993; Morris 1993; Vasey 2000). However, concerns have been raised about PAs themselves being oppressed or exploited by this practice (Ungerson 1999; Rivas 2003), and some disabled people have also expressed doubts about whether personal assistance has lived up to its initial liberatory potential (e.g. Marfisi 2002).<br><br>In this paper I draw on semi-structured qualitative interviews with both PAs and disabled employers, conducted as part of my PhD research, to investigate whether PAs constitute an effective counter to the social exclusion experienced by many disabled people, and/or whether the presence of a PA in social situations can in fact introduce new barriers to disabled people participating in social life on equal terms. Building on Woodin's (2006) distinction between 'employment' and 'paid friendship', I will also examine the ambiguous relationships that PAs |

| | themselves have with their employers and those close to them, and whether the monetary exchange at the basis of the relationship creates greater equality or new forms of inequality. |
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**ABSTRACTS OF ORAL PRESENTATIONS**
**SESSION TWO**
**13:30-14:30**

| ROOM G32 | |
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| **Chair:** *Neda Nobari Nazari (School of Law)* | |
| **Policies** | |
| Presenter | **Mostafa Attia (School of Sociology and Social Policy)** Egyptian disability movement in a post-revolution era |
| Abstract | This presentation will report on my PHD titled 'The impetus of the Egyptian revolution on inclusive development within the disability movement in Egypt'. Over the past few years, Egypt has experienced extensive changes in its political arena. This has meant that its country development plans, policies and social contexts have been impossible to study in isolation from those changes.<br><br>This study will seek to investigate the effects and consequences that the 25th of January 2011 revolution and relevant political events had on disabled people, policies and practices in Egypt, as well as the extent to which the revolution contributed to the development of mechanisms of inclusivity. Although this momentum witnessed major political events and changing regimes, the study is rather concerned with the impacts of the revolution on the development of the disability movement and in particular disabled people's organizations.<br><br>In light of the changes wrought by the Egyptian Revolution, the researcher will consider how the global move from the Millennium Development Goals (MDGs) towards the Sustainable Development Goals (SDGs) and the indicators of the latter, will be used as a tool to guide policy makers in the post-revolutionary period towards the use of further mechanisms of inclusivity. Also, whether there are any results or recommendations from other promising countries that this study can build upon to develop a greater understanding of a better approach for Inclusive Development within the Egyptian context.<br><br>Although there is a lot of literature on the Egyptian revolution, disability and development in their own contexts, the significance of this study is that there are not many studies attempting to focus on inclusive development as a system, rather than an individual initiative. The combination of these three main variables will prepare a base for recommendations as to how Egypt can benefit from the application of inclusive development as a national strategy. |

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| **Presenter** | **Loreto Aliaga-Salas (School of Education)**<br>Challenging inequality through an innovative pre-service English teaching programme: A case study in teacher education in Chile |
| **Abstract** | This presentation reports on my PhD research titled "Teacher trainers' cognitions during the implementation of an innovative pre-service English teaching programme in Chile". This programme, called "integrated curriculum" is a five-year undergraduate English teaching training programme whose exit profile aims at training teachers who are proficient in the English language, experts in teaching it, and aware of the school and national contexts, using language teaching as a means to promote social changes in the school system, "to reduce inequality and form critical citizens with self-esteem and dignity" (UAH 2014). It is defined as an integrated curriculum, for it intends to teach all curricular strands, (integrated English language, methodology, education and school practicums) in an integrated fashion, i.e. contents and teaching/learning process need to feed other strands, and in relation to what trainees experience in the school classroom when in their placements.<br><br>Chile holds the sad record of being the most unequal country in the world (OECD 2014). Although 2015 has brought positive changes to the educational system, as free higher education for the 10% poorest of the population, there are still a lot to do in teacher education.<br><br>In my presentation, I will introduce the Chilean national context, and I will report on a series of interviews to teacher trainers teaching, and trainees studying in the integrated curriculum, part of my data generation in spring 2015. My particular focus is on the Integrated English Language strand as it occupies more than 60% of the curriculum hours. Teacher trainers report their commitment to the programme and raise some challenges to meet the exit profile, and work organisation; whereas trainees share their perceptions on teacher trainers' work, the integration, and their experiences as language students and also as teachers-to-be.<br><br>References:<br><br>•       OECD. 2014. Society at a Glance 2014: OECD Social Indicators. The crisis and its aftermath. [online]. Available from: http://dx.doi.org/10.1787/soc_glance-2014-en.<br><br>•       UAH. 2014 English Pedagogy Graduate Profile. Unpublished. |

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<tr><td colspan="2" align="center">ROOM G32</td></tr>
<tr><td colspan="2" align="center">**Chair:**<br>*Melike Bulut (School of Education)*<br><br>**Education**</td></tr>
<tr><td>**Presenter**</td><td>**Samyia Ambreen (School of Education)**<br>Exploring the nature of attainment based inequalities among pupils in state primary schools in England</td></tr>
<tr><td>**Abstract**</td><td>The presentation will discuss the nature of attainment based inequalities among pupils constructed in primary classrooms. The pupils in state primary schools in England are grouped in various attainment based groups known as fixed ability groups during their lessons. Pupils' end of year assessments are used to group them in high, average and low ability groups. Ability based groups are recommended by the national curriculum (Education, 2013) to encourage differentiated teaching instructions matched with pupils 'distinctive learning needs(Tomlinson, 2004). Pupils in fixed ability groups are encouraged to interact with their peers having equal attainments levels to discuss the learning tasks. The problem arises when pupils with distinctive attainment levels perceive their attainment levels as a base to create inequalities among their peers, and avoid to involve cooperative interactions with one another in mixed/heterogeneous groups.

The talk will cover the findings of my doctoral thesis aimed to explore the nature of pupils' interactions in fixed and mixed ability groups in a primary classroom. It investigated the influences of changed grouping structures on the type and nature of pupils' interactions. I followed the principles of ethnographic research approach to observe pupils' group work and to explore their perceptions of working with their peers in various groups. I used Bronfenbrenner' ecological contextual-complexity theory (Bronfenbrenner, 2005) to explain the findings of the study relevant to pupils' interactions and their perceptions about group work.

The findings revealed that the pupils took influence from the immediate context of their classrooms to regard their peers helpful or unhelpful during their group work. In addition to that, teaching instructions and procedures, the overall organisational structure of the school as a state educational organisation and parents of pupils also encouraged them to generate attainment based discriminations, which become challenging for the class teachers to address due to following pedagogies and practices prescribed by the national curriculum.

Keywords: pupils' interaction, attainment levels, differentiation, classroom as an educational organisation and group work

References:
BRONFENBRENNER, U. 2005. The Developing Ecology of Human development: paradigm Lost or Paradigm Regained In: BRONFENBRENNER, U. (ed.) Making Human Beings Human: Bioecological Perspectives on Human Development. Thousands Oaks: Sage Publications
EDUCATION, D. O. 2013. National curriculum in England: framework for key stages 1 to 4.
TOMLINSON, C., ANN, 2004. The M'Obi'us Effect: Addressing Learner Variance in Schools JOURNAL OF LEARNING DISABILITIES, 37, 516-524.</td></tr>
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| Presenter | **LaTonia A. Siler-Holloman and Tiffany R. Holloman  (School of Sociology and Social Policy)** |
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| | Historically Black College and University Scholars and Agitators: W. E. B. Du Bois and Pauli Murray |
| **Abstract** | What is a word for the combination of education and activism? What word describes the challenge of injustice and creation of equitable social policies, often at great personal peril? Agitation. In 1907, Sociologist W. E. B. Du Bois implored all African Americans and their allies to become agitators who, as truthfully and loudly as possible, make complaints about injustice. Agitation is one of the most effective tools to enact societal change. Planted at the frontlines, the Historically Black Colleges and Universities (HBCUs) are, without a doubt, integral parts of the African American protest heritage. Historians and social scientists have studied how HBCU presidents, faculty, and students provided the world with critical analysation of Black realities and established social justice organisations that mobilised whole communities of scholars and ordinary citizens into fierce agitators. Our goal is to highlight two of these agitators—Du Bois and Pauli Murray, both products of HBCUs. Briefly presenting a social context for Black professors in the early twentieth century, we will discuss how these two agitators used their scholarship in the quest correct exclusion and oppression in both the American university system and in the broader society. Truthfully disclosing the dark irony of gender and sexual orientation discrimination within the HBCU institution, we will also highlight the impact of Du Bois' and Murray's scholarship on the foundation of the Civil Rights Movement and beyond.<br><br>Keywords: Sociolinguistics of globalisation and mobility, academic sojourning, study abroad, language education. |

**RESEARCH IMAGE COMPETITION**

**Participants:**

**Loreto Aliaga-Salas** (School of Education) - *Strike, a.k.a. the fight for free and quality education*

**Bolaji Balogun** (School of Sociology and Social Policy) – *The Racialised Mind*

**Melike Bulut** (School of Education) - *Ownership of Intellectual Property in Social Sciences*

**Emmanuel Sotande** (School of Law) - *Framing Organised Crime and Illicit Financial Flows: The Deficit of Social Justice on Nigerian Kids*

**Yuri van Hoef** (School of Politics and International Studies) – *Game of Friends*

**<u>EVALUATION FORM</u>**

**<u>ESSL Postgraduate Research Student Conference, 21st March 2016</u>**

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:**

A postgraduate research student ☐

A member of academic staff ☐

Other (please describe) ☐ _____

**I attended:**

For the full day ☐

For a half day ☐

For a short part of the day ☐

**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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**Please rate the papers and subsequent discussion:**

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 ☐

Additional comments:

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**Please rate the quality of the catering:**

Poor ☐          Satisfactory ☐          Good ☐

Additional comments:

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**Please rate the quality of IT and Audio-Visual facilities:**

Poor ☐          Satisfactory ☐          Good ☐

Additional comments:

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**Please rate the event as a whole:**

Failed to meet my needs ☐          Quite Useful ☐          Very Useful ☐

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*