



Graduate School Conference

13 April 2018

Delegate booklet

This booklet is published by:
ESSL Graduate School

Design and production:
Conference Organising Committee

University of Leeds
April 2018

The Graduate School

The Faculty of Education, Social Sciences and Law's Graduate School aims to promote an interdisciplinary doctoral research environment across the four Schools in the Faculty:

School of Education

School of Law

School of Politics and International Studies

School of Sociology and Social Policy

The ESSL Graduate School is also an administrative structure supporting the work of the four Schools in relation to postgraduate research.

It works closely with staff in Schools, in particular with Postgraduate Administrators and Postgraduate Research Tutors (PGRTs), to discuss and implement policies and initiatives in support of PhD researchers in the Faculty.

It also works with central offices in the University and oversees scholarship processes, and is involved in doctoral research training.

The Graduate School also oversees research training and the overall research environment across the Faculty.



#ESSLconf18
@ESSLconference



Graduate.essl.leeds.ac.uk

Stuart Lister, Head of ESSL Graduate School



As Director of Postgraduate Research Studies in the Faculty it is my great pleasure to welcome you to this year's ESSL Graduate School Conference. The conference has run annually since 2008, and is an important event that allows us to celebrate the intellectual diversity and academic excellence of postgraduate research within the Faculty.

We have over 300 postgraduate researchers (PGRs) studying for a research degree in the Faculty who bring a wide range of disciplinary and interdisciplinary perspectives, as well as methodological innovations, to their studies. So, I hope that you can take the opportunity afforded by the conference to make new acquaintances, share your experiences of doctoral research and education, and gain something, perhaps intellectually, perhaps emotionally, from learning about each other's studies and the challenges and opportunities that they present. Most of all I hope that you all have a rewarding, valuable and enjoyable day!

Finally, I would like to extend my thanks to the organising committee of PGRs and to Vicky Burrett, the Graduate School Manager, whom have expertly and diligently brought the proceedings of the day together.

ESSL Graduate School Conference - Friday 13 April 2018
Edward Boyle Library

09:30	Research Meeting Room 2	Registration, tea and coffee available	
10:00	Research Meeting Room 1	Welcome address	Stuart Lister (Head of the Graduate School)
10:15		Session 1A: <i>Research methods</i>	Josephine Sirotkin (School of Sociology & Social Policy) Researching the mistreatment of disabled adults in 'care': ethical and methodological challenges
			Natalie James (School of Politics & International Studies) Researching Sensitive Subjects in Sensitive Environments
			Lauren Millor (School of Sociology & Social Policy) Using Online and Offline Ethnographic Practices to (re)consider the Embodied Instagram User
	Conference Room	Session 1B: <i>Contemporary issues in law</i>	Jadesola Faseluka (School of Law) Schemes of Arrangement: A Panacea for Corporate Restructuring in English Insolvency Law
			Musab Alqtawna (School of Law) The legal reform of the liquidator's provisions and its impact on the economy in Jordan
			Sarah Alwahaibi (School of Law) The EU principle of Mutual Trust and Private International law
11:15	Research Meeting Room 2	Short tea and coffee break	
11:30	Conference Room	Keynote address	Dr Mark Carrigan (University of Cambridge, and the Sociological Review Foundation) What does it mean to have an academic identity in an age of social media?
12:30	Research Meeting Room 2	Lunch	
13:15	Conference Room	Session 2 <i>Change & transformation</i>	Uma Maniam (School of Education) Experiences of Middle Leaders: Challenges and Changes
			Ibukunoluwa Iyiola-Omisore (School of Law) Corporate Law and Corporate Social Responsibility in Africa: A Way Forward
			Ben Evans (School of Education) Local cultural forces and their influence on tablet-mediated creative musical activity in secondary school
			Ben Fermor (School of Politics & International Studies) US foreign policy discourse and the Arab Spring: selling an inconsistent response to change

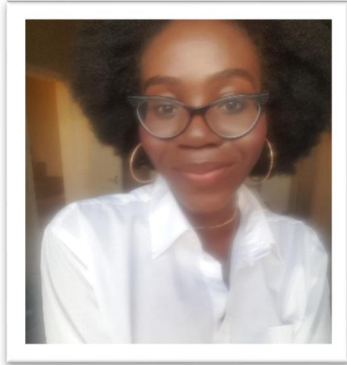
14:30	Research Meeting Room 2	Short tea and coffee break	
14:45	Conference Room	Session 3 <i>Space, place & identity</i>	Daniel Fobi (School of Education) Signed language interpreting in a tertiary institution in Ghana <hr/> Faiza Tayyab (School of Sociology & Social Policy) Women's Perceptions and Experiences of Domestic Violence in the Punjab, Pakistan <hr/> Hamdan Alzahrani (School of Education) Teacher research for professional development through the lens of language teachers at a university <hr/> Wan Mohd Asnur Bin Wan Jantan (School of Law) Malaysia's Dual-Banking Model: An Exploratory Case Study on the Interaction Between the Promulgation of <i>Shariah</i> Principles in Banking and Malaysia's Legal System
16:00	Research Meeting Room 2	Session close and drinks reception	
17:00			

Room locations in the Edward Boyle Library

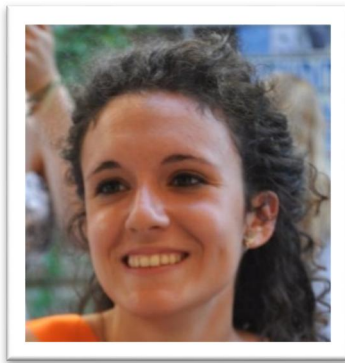
Research Meeting Rooms 1 & 2: these rooms are located on the top floor, level 13, of the library. Enter through the main entrance of the library, and take either the lift (directly behind Reception) or the stairs (to the far left of reception). You will need your student/staff ID card to enter through the main yellow door on level 13. Exit the lift on level 13 and turn right. Head through the yellow door and keep left. Ahead of you, and down a corridor, will be Research Meeting Rooms 1 & 2. These are adjoining rooms.

Conference Room: located on level 7 in the basement of the library. Take the lift down to level 8, then either walk the last flight of stairs to level 7 or you can use the accessible lift/ramp which will take you down the last flight of stairs. The Conference Room is the only room on this level, and will be well signposted. Enter the room through the large blue double doors.

The Conference organising committee



Opemiposi Adegbulu, School of Law
 Opemiposi Adegbulu, PhD Candidate School of Law,
 research topic: Is the management or regulation
 of directors' conflicts of interest, a question of public
 interest?
 Research interests: corporate governance, corporate law,
 corporate responsibility, feminist corporate theories and
 critical corporate theories, African gender studies.



Chiara Bruzzano, School of Education
 Chiara Bruzzano is a PhD candidate in Language Education
 and she has previously worked as a translator, interpreter
 and teacher of English as a foreign language in the UK, Italy
 and Spain. She is now investigating the relationship between
 teachers' and learners' beliefs on listening skills in English as
 a foreign language and their impact on teaching and
 learning.
 Chiara' PhD is titled 'Bridging the gap between learners' and
 teachers' beliefs on EFL listening: a study in Italian
 secondary schools'.

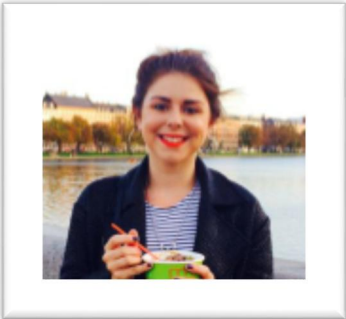


Oriana Casasola, School of Law
 Oriana Casasola is a PhD student at the School of Law of the
 University of Leeds. She has received a LLM degree from the
 University of Udine (Italy) and a LLM in International
 Economic and Business Law from the University of
 Groningen (The Netherlands). Oriana has also concluded the
 Master of Honour Programme at the University of
 Groningen, an inter-academic programme with a
 multidisciplinary approach to scientific and social issues.
 Her PhD is about the harmonisation of transaction
 avoidance within and outside insolvency law, supervised by
 Professor Gerard McCormack and Doctor Zinian Zhang. The
 relevant research areas of the thesis are: European Private
 Law, European and Comparative Insolvency Law and
 Comparative Private Law.



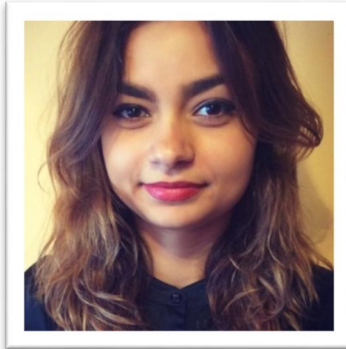
Daniel Fobi, School of Education

Daniel is currently a PGR student in the School of Education, University of Leeds, UK. He is currently conducting his study in Deaf Education with specific interest in signed language interpreting at tertiary institutions and the academic achievements of deaf/ hard of hearing (DHH) students. His study is exploring how the various actors of interpreting (lecturers, interpreters, DHH students and the tertiary level settings) influence signed language interpreting. Daniel has served as a signed language interpreters for DHH students at the tertiary level for over nine years. He has also taught DHH students at the basic and tertiary level in Ghana. Daniel hopes to advance in conducting research into DHH students particularly in the developing world



Lauren Milor, School of Sociology and Social Policy

Lauren Milor is a first year ESRC funded candidate studying in the Sociology and Social Policy department at the University of Leeds. Her research is focused on women who use Instagram to track their health and fitness practices, using a Deleuzian feminist framework to explore what it is that images can do in particular contexts.



Josephine Sirotkin, School of Sociology and Social Policy

Josephine Sirotkin is a first year, ESRC funded, doctoral researcher at the University of Leeds, in the school of Sociology and Social Policy. Her research, currently titled '*From violence to neglect: investigating the mistreatment of disabled people within health and social care facilities,*' explores why some disabled adults have been mistreated in 'care,' using an intersectional feminist approach. Drawing upon a combination of methods and theories, this research aims to develop prevention mechanisms for mistreatment, whilst also producing a timely contribution to Disability Studies.



Vicky Burrett, Graduate Education Coordinator

Vicky's role supports the work of the Head of the Graduate School, coordinates work across the four Schools, and liaises with central teams and services within the University. Vicky is also the coordinator for Leeds of the White Rose Doctoral Training Partnership.

Abstracts

Session 1A: *Research methods*

1. *Researching the mistreatment of disabled adults in 'care': ethical and methodological challenges*

Josephine Sirotkin

School of Sociology & Social Policy

The mistreatment of disabled adults within health and social care facilities persists to be an issue in the UK. Instances of mistreatment have included violence from care-staff, as well as neglectful practices that have led to preventable deaths. This paper is based upon current doctoral research that seeks to gain insights into why and how this mistreatment occurs, in order to develop strategies for prevention. The paper focuses upon the methodological and ethical implications of doing sensitive research of this nature. Specifically, issues such as subjectivity, positionality and reflexivity and their potential impact on the knowledge generated from the research will be explored. In doing this, this paper considers how a feminist methodological approach could be useful for the research of mistreatment, whilst also exploring how such an approach could be practically implemented.

2. *Researching Sensitive Subjects in Sensitive Environments*

Natalie James

School of Politics & International Studies

This presentation will discuss the methodological and ethical limits around my research: Preventing in Further Education and Training: An Intersectional Feminist Analysis of Experiences of the Prevent Duty. This conference presentation will hope to offer first-hand insight into a complex research project shrouded in so-called 'sensitivity' to encourage debates around the need for methodological and ethical limits, but too the implications this has on conducting research. I will firstly offer an overview to my research project which seeks to analyse experiences of the counter-terrorism policy of the Prevent duty locating its presence within a 'sensitive' subject area and detail the processes of conducting this within the 'sensitive' environment of educational settings. I will then focus on the processes of the fieldwork from ethical approval, through epistemological and ontological groundings, to data collection, detailing the negotiations I have undertaken in balancing ethical requirements, a continuously developing research project, and obstacles on the ground. The presentation will conclude by exploring what lessons may be learned from my experience and too what questions we should be asking as researchers when researching sensitive subjects in sensitive environments.

3. *Using Online and Offline Ethnographic Practices to (re)consider the Embodied Instagram User*
 Lauren Millor
 School of Sociology & Social Policy

This paper will explore what conceptual advances can be enabled through using a mixed method approach that speaks to both 'online' and 'offline' spaces. These reflections originate from the first year of my PhD, which is exploring the production and circulation of images across Instagram in relation to those that track their health and fitness practices through the application, specifically in relation to what these images do in their production and circulation with regards to notions of health, the body and our subjectivity. I will argue that, where necessary, a mixed methods approach that incorporates both online ethnography of Instagram and the spaces outside of it can provide fruitful insights to the way in which, in some cases, these two spaces have become inextricably enmeshed with one another and should not be analysed as distinct. In doing so, this paper will offer a conceptual contribution through suggesting that through combining both 'online' and 'offline' research methods, we are able to disrupt the binaries that articulate clear distinctions between what happens 'online' and what happens 'offline', instead understanding them constitutive of and through one another. In addition, this paper will advocate the importance of situating the embodied participant in online ethnography as opposed to an understanding that charts our Internet practices as somehow disembodied. Together, these arguments suggest that new forms of sociality require new methods to explore them, and consequently, that blending traditional ethnography with newer, experimental ethnographies have much to offer in producing new knowledges and innovative methodological frameworks.

Session 1B: *Contemporary issues in law*

1. *Schemes of Arrangement: A Panacea for Corporate Restructuring in English Insolvency Law*
 Jadesola Faseluka
 School of Law

English insolvency law has no single gateway through which a distressed company can be saved and restructured. There are currently formal and informal corporate rescue procedures available to a company in financial distress. The recommendations of the cork committee on the need to rethink the rescue framework available to a distressed company under the Insolvency Act 1986 is of great importance to the development that paved way for a rescue-oriented regime in English Insolvency Law.

The main procedure for rescuing a company in the UK is the 'Administration procedure' which was revamped by the Enterprise Act 2002. It is evident from the intricacies of the administration procedure that it has not really facilitated corporate rescue as envisaged my Legislation. The procedure has a lot of shortcomings and the whole essence of introducing it has been defeated. Often times, companies end up in liquidation as opposed to reorganisation.

The scheme of arrangement (SOA) has been around since 1870 and although it has not always been valued as a rescue procedure for companies up until 2000, it is increasingly becoming a viable procedure through which ailing companies can be restructured due to its attractive

features. A scheme is an arrangement or compromise between the company, its members, creditors and even 3rd parties. It should be noted that the SOA is outside the province of the Insolvency Act 1986 as it is not an insolvency procedure per se but it can be used by both solvent and insolvent companies. The SOA is provided for under Part 26 of the Companies Act 2006.

The recent trend has been the twinning of a scheme with a pre-pack to achieve corporate rescue. This is because the SOA as a standalone procedure currently suffers some shortfalls and for it to be effective it is usually used as a twin procedure with the pre-pack administration. The question that comes to mind is if this is appropriate and whether there is something that can be done to improve the system.

This thesis seeks to assess the intricacies of the SOA procedure, the quality of the procedure as a corporate rescue mechanism for restructuring the debt of ailing companies as well as make proposals for ways in which the effectiveness and the utility of the procedure can be improved. The thesis will consider whether the SOA is a better approach that suits the circumstances of corporate failure or whether there should be an alternative approach which seeks to understand how and to what extent the current system has developed and succeeded so far and then identify key mechanisms that need improvement in order for the system to better achieve its objectives. It will determine whether SOA is a panacea or anathema to companies seeking reorganisation.

2. *The legal reform of the liquidator's provisions and its impact on the economy in Jordan*

Musab Alqtawna
School of Law

Regulating in the matter of closing a business is more important than regulating in its establishing matters. Companies, as a legal business entity, plays a crucial role in the business market, so there is specific rules concern of its insolvency. This presentation concentrates, in the first place, on the liquidator's legal system as an insolvency practitioner, because liquidation is the only applicable system on companies in Jordan.

The liquidation system in Jordan have some problems, in the regulation level and the practical level. Enhancing the liquidation system is a need for internal and external parties, neither as a business owner or as an international organisation that Jordan would follow their suggestions, such as International Monetary Fund, as the following discuss later. The Liquidator plays a pivotal role in the liquidation and enhancing the liquidator's system would have a positive impact on the whole system of liquidation.

Two primary reasons lead to make a substantial reform of the liquidation system in Jordan. The first one is the international pressure on Jordan to enact a particular separate law of insolvency as a part of the funding and debts restructuring. The second reason is to promote the investment by modern business legislation, especially here regulating and reforming insolvency system, and particularly liquidators' regulations.

3. *The EU principle of Mutual Trust and Private International law*

Sarah Alwahaibi
School of Law

The principle of Mutual Trust has created the European Union and enabled the constitution and the continuous development of an area of freedom, security and justice. It enables people to freely move around the EU member states for various purposes such as work, study or even settling permanently in other member states. However, the enjoyment of such freedom means the inevitable increase of cross border disputes. Therefore, in order to enhance people's access to justice, the principle of mutual trust empower the EU to adopt Regulations and measures related to judicial cooperation in civil and commercial matters having cross border implications such as those governing Private International law.

The research examines and investigates the implementations of the principle of mutual trust in the European Union Private International Law rules in jurisdiction and recognition and enforcement of foreign judgment in civil, commercial and family law areas and their consistency with the rule of law and fundamental rights as key requirements underlying the principle.

Keynote address

What does it mean to have an academic identity in an age of social media?

Dr Mark Carrigan
University of Cambridge

While social media was once seen as a fringe pursuit within the academy, it has now become a standard feature of doctoral education. Advice on using social media professionally often sits alongside more familiar instruction on writing, research and publication. But what does it mean to use social media 'professionally'? In this talk, I argue that a narrow framing of social media has taken hold within higher education, dominated by notions of 'networking' and 'branding'. An aggressive notion of professionalism has emerged at precisely the point where the professional autonomy of academics is under attack. This is in turn driving suspicion of social media by those who (rightly) see it as a tool of managerialism.

My proposal is that we need to recast social media, rejecting the notion of its 'professional use' and instead seeing it in terms of individual and collective academic identity. Only then can we resist its deployment in bureaucratic regulation and reclaim the collegial potential inherent within it.

www.markcarrigan.net

@mark_carrigan

Digital Engagement Fellow, The Sociological Review Foundation (@TheSocReview)
Research Associate, Faculty of Education, University of Cambridge (@CPGJCam)

Session 2: *Change & transformation*

1. *Experiences of Middle Leaders: Challenges and Changes*

Uma Maniam

School of Education

The overwhelming sense of responsibilities and roles of middle leaders are challenged and changed with globalisation in many universities. Middle leaders are expected to learn and balance their roles between senior management and peer academics in varying situations. They encounter challenging incidents almost daily during middle leadership. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Some incidents 'make' and/or 'break' them. Literature shows that there are many 'copers', 'strugglers' and 'jugglers' among middle leaders in higher education environment. Although research exists on leadership in higher education, little has been written about those in departmental leadership positions such as heads of department in the Malaysian context. The researcher attempted to investigate middle leadership from a relational perspective through a case study. In this study, the changing and challenging roles will be analysed using critical incidents as a primary methodology to investigate relational perspective among eight Malaysian higher education middle leaders. Relational leadership is a significant framework used to inter-relate middle leadership in multi-dimensional viewpoints in a research-led Malaysian university. This study hopes to explore the perspectives and performances of university departmental leaders' leadership. The findings from middle leaders' self-reflections through their choice of critical incidents could shed light on how these leaders perceive and cope challenging situations and transform their experiences into an effective leadership learning journey.

2. *Corporate Law and Corporate Social Responsibility in Africa: A Way Forward*

Ibukunoluwa Iyiola-Omisore

School of Law

The recent economic transformation, as well as integration into the world economy has coincided with the increasing pressure for corporate law reform to make corporate social responsibility (CSR) integral to business strategy in Africa. The activities of many corporations, especially Multinational Companies (MNCs) in developing countries have been criticised, because they are heedless of consequences such as pollution and destruction of crops. These have in turn affected the livelihoods of communities whose major occupation is fishing and farming, resulting in serious threats to sustainable development. Areas affected have constantly suffered from environmental neglect, crumbling infrastructure and services, high unemployment, social deprivation, abject poverty and endemic conflict.

There is now a growing reputational damage to these companies, leading to such questions as how can this issue be resolved? How can CSR provisions be imbedded into corporate law, to make corporate law great again? Many scholars and academics view corporate law as focusing on shareholder primacy. In various jurisdictions, especially in developing states, making corporate law great again may mean recognition of stakeholder engagement model, which aims to put social and environmental concerns on the corporate agenda, to guarantee sustainable development.

3. *Local cultural forces and their influence on tablet-mediated creative musical activity in the secondary school*
Ben Evans
School of Education

Tablet computers are becoming inextricably linked with innovation and change in schools. As such, music teachers are increasingly required to consider how tablet computers might support or restrict creative musical activity in their own classroom.

Consequently, this qualitative inquiry develops understanding of 'what really happens' when secondary school students compose music through and around a tablet computer.

Fieldwork is carried out in partnership with two school communities, both situated in the Yorkshire area. Five mixed-ability pairs are purposively selected from each.

A theoretical framework informs field observations and methodology. It responds to a constructivist belief that human action is mediated by local (e.g. tablet computer or teacher) and cultural (e.g. participants' musical histories) forces.

Responding to constructivism and symbolic interactionism, tablet-mediated interaction is observed and analysed first-hand. The situated meanings which participants construct as they compose music with a tablet computer also propose interest. To collect data of this nature, video-enhanced participant-observation and semi-structured group interview methods are developed.

Preliminary findings suggest that despite the assistive nature of the tablet, a teacher and student partner are very much required to initiate a wide range of musical, technical and pedagogical support.

4. *US foreign policy discourse and the Arab Spring: selling an inconsistent response to change*
Ben Fermor
School of Politics & International Studies

This paper explores US foreign policy discourse surrounding the 'Arab Spring' of 2011. It asks how the White House constructed a coherent narrative to make sense of the wave of popular uprisings in the Middle East and North Africa, and how this was used to sell an inconsistent foreign policy to domestic and international audiences.

Using a discourse analysis methodology and examining official White House statements on the Arab Spring, this paper finds that the Obama administration drew on pre-existing identities to frame the unforeseen events into a coherent narrative of democratic change. From January 2011, a single 'protestor' identity that was sympathetic towards American and Western values was contrasted with two 'government' identities: one that was responsive to the 'basic rights' and 'aspirations' of its people, and another that sought to repress its own population.

This paper makes the case that by strategically maintaining a single 'protestor' identity but emphasising differences between friendly and hostile regimes, the White House was able to legitimise a selective approach to intervention that maintained traditional alliances whilst also pushing for regime change in Syria and Libya. The narrative of responsive and repressive governments was then used to rhetorically coerce key domestic and international audiences into supporting an inconsistent response to unrest.

Session 3: *Space, place & identity*

1. *Signed language interpreting in a tertiary institution in Ghana*

Daniel Fobi

School of Education

Studies exploring the roles various actors play in signed language interpretation in tertiary educational institutes are scarce. The case is even worse in developing countries in Sub-Saharan Africa. So this study is aimed at examining issues of signed language interpreting at the tertiary level in Ghana by analysing how the following influence the effectiveness of the interpretation for deaf or hard of hearing (DHH) students: 1) lecturers' role in teaching DHH students through interpreters, 2) proficiency of signed language interpreters, 3) DHH students' preparedness for educational interpreting, and 4) the conduciveness of the university setting for signed language interpreting. The study will use an exploratory mixed method design with the quantitative data nested in the qualitative data. Interviews and questionnaires will be used to gather data from lecturers, signed language interpreters, DHH students, and heads of departments at the university. Also, I will observe an interpreting process, analyse admission documents and academic transcripts of DHH students. The interactions between the stakeholders in classroom interpretations will be observed and discussed. Findings of this study will contribute to the establishments of best practices for interpreting at the third level institutes by suggesting the roles that the key actors have to play in setting up an effective interpretation. It will also provide guidance to tutors who teach DHH students through interpreters. The study will also propose ways through which interpreters can also give out their best to ensure that DHH students are effectively and adequately involved in, in and outside classroom activities in order to promote their academic achievements. The study will also recommend ways through which DHH students could be well prepared and be ready for receiving education through interpreters. Tertiary institutions will also be made aware of ways by which they can make their institutions conducive for signed language interpreting and how they can effectively monitor the process.

2. *Women's Perceptions and Experiences of Domestic Violence in the Punjab, Pakistan*

Faiza Tayyab

School of Sociology & Social Policy

This research study investigates domestic violence in Pakistan by adopting intersections of religious identity and urban rural contexts in understanding the beliefs of women. Qualitative in-depth interviews were conducted through purposive sampling with married women from two districts of the Punjab province belonging to the Muslim and Christian faith.

The preliminary findings reveal that women of rural areas perceive the urban women as empowered and privileged, enjoying freedom of movement and decision making whereas some of the urban women consider their rural counterparts as empowered being unaware of their rights. The current study reveals that women participants of rural areas do not favour domestic violence in any situation which contradicts previous literature. Women who were survivors of physical violence in the past were more protective of their daughters-in-law. Women shared their experiences of sexual violence even though any such discussion is discouraged and considered a taboo in Pakistan.

Muslim women can seek divorce on legal grounds due to well established Family Laws whereas these are not updated in case of Christians.

This study will highlight the difference in the positioning of women and will suggest context based solutions to tackle domestic violence.

3. *Teacher research for professional development through the lens of language teachers at a university*

Hamdan Alzahrani
School of Education

Teacher Research (TR) can be broadly defined as an inquiry which is conducted by teachers in their classrooms and contexts for different purposes- one of which is for their Professional Development (PD). In English Language Teaching (ELT), as in Education more generally, TR has been an area that generated a lot of insightful discussions on what TR should look like and what purpose it should serve. Such academic discussions are prompted by the intention of helping teachers make use of the potential value of TR which has been well documented in the TR literature. Yet, it can be argued that TR is still not a popular activity amongst teachers on the international stage even though many forms of TR have been on offer. Against this background, this research is an attempt to approach TR in a different way in that teachers who are willing are involved in conceptualising TR for their own purposes and in articulating contextual constraints that might face TR in their specific context at a certain point of time. This in turn would make TR more relevant and amenable to teachers' needs and their contexts more widely, and probably more stimulating. To this end, this research explores the feasibility of developing a contextually appropriate version of TR for PD at a Saudi university. Given that this research is still in progress, I will present some initial findings of my research in relation to how participants understand the potential role of TR in their PD.

4. *Malaysia's Dual-Banking Model: An Exploratory Case Study on the Interaction Between the Promulgation of Shariah Principles in Banking and Malaysia's Legal System*

Wan Mohd Asnur Bin Wan Jantan
School of Law

This paper will discuss Malaysia's dual banking model as espoused under the Financial Services Act 2013 [Act 758] and the Islamic Financial Services Act 2013 [Act 759]. Act 758 is the statutory legislation that governs the conventional banking and finance industry, whilst Act 759 is an Act that governs the Islamic finance and services industry (IFSI) sector in Malaysia. With an objective to dissect issues of possible conflict emanating from this recent statutory promulgation, this paper will focus on the interaction between the pronouncement of Shariah principles in the banking industry and the Malaysia's legal system which derives its legal corpus and origins from the Common Law. In light of this background, this paper will investigate two questions. First, whether the existing legal framework which operates the dual banking model can be construed to have provided an enabling legal environment for IFSI and second, whether the enabling legal environment creates an effective dispute resolution mechanism for IFSI type of disputes that are found to have often interacted with the application of varying Malaysia's legislations and contract principles. Finally, this paper will conclude by highlighting harmonisation efforts to addressing the gap or conflict in the recent implementation of this legislative framework.



Faculty of Education, Social Sciences and Law
Beech Grove House
www.essl.leeds.ac.uk

School of Education
Hillary Place
www.education.leeds.ac.uk

School of Law
Liberty Building
www.law.leeds.ac.uk

School of Politics and International Studies
Social Sciences Building
www.polis.leeds.ac.uk

School of Sociology and Social Policy
Social Sciences Building
www.sociology.leeds.ac.uk
