

**Faculty of Education and Humanities  
And  
Faculty of Arts, Science and Technology**

**Annual Postgraduate Research  
Conference in the Arts and Humanities**

**Maidwell, MY120  
Avenue Campus**



**Thursday, 15 September**  
**MY120**

9:30 – Coffee and Registration

10:00 – Welcome: Janet Wilson / Cathy Smith]

10:15 – 11:15 **Panel 1: Text and Culture**

Chair: Dr Phillippa Bennett

**Nadia H. Hassoon**

*Sectarianism and Media*

**Hanaa A. Jan**

*Texts between Two Cultures: Problems of Translation in the Arabic Versions of Jane Eyre and Frankenstein, 1986- 2012*

11:30 – 12:30 **Keynote Address**

Chair: Professor Janet Wilson

**Dr Dave Burnapp, University of Northampton**

*Becoming Researchers: Transitions and Transformations*

12:30 – 1:15 Lunch

1:15 – 2:15 **Panel 2: Language and Culture**

Chair: Dr Sonya Andermahr

**Wafa Zekri**

*Assessing Second year EFL Writing Proficiency through Blog Personal Stories*

**Messaouda Annab**

*The Linguistic Landscape of Algeria*

**2:30 – 3:30 Panel 3: Cultural and Physical Structures**

Chair: Dr Masoud Malekzadeh

**Philip Quainoo**

*A framework for European regulation: safety and resilience against volcanic activities in new and existing buildings*

**Imene Hamani**

*The Status of Maghreb Berber Migrants in the International Boundaries: Acculturation, Work and Social Integration*

3:30 – 4:00 Tea and Coffee

**4:00 – 5:00 Panel 4: Education and Pedagogy I**

Chair: Dr Dave Burnapp

**Leila Benseddik**

*An Exploration of English for Legal Purposes (ELP) Teaching in Algerian Higher Education*

**Imane Tiahi**

*Matching Pedagogy with Technology*

**5:00 – 6:00 Panel 5: Literary Frameworks and Genre**

Chair: Dr Richard Chamberlain

**Bochra Benaissa**

*Animal Sufferance and the Indictment of Scientific Inquiry in Desert Island Narratives: H. G. Wells' The Island of Dr. Moreau*

**Meriem Rayen Lamara**

*The Other Side of the Locked Door: A Gothic Reading of Neil Gaiman's Coraline*

*Anyone interested in going for pay-your-own-way food or drink at the Lamplighter after the last event, please speak to Dr Rod Rosenquist (email [rod.rosenquist@northampton.ac.uk](mailto:rod.rosenquist@northampton.ac.uk))*

**Friday, 16 September**  
**MY120**

**9:30 – 10:30 Panel 6: Education and Pedagogy II**

Chair: Dr David Simmons

**Ben Moussa El Hadj Moussa**

*Teaching Literature Using Critical Thinking and Communicative Approaches*

**Abdellah Azzam Maachou**

*What is the relation between Multi-channel processing theory and films in English classrooms?*

**10:30 – 11:00 Tea and Coffee**

**11:00 – 12:00 Panel 7: Frameworks for Contemporary Art**

Chair: Dr Craig Staff

**Adam Ghani**

*Contemporary Art and the Liminal Space: Refuge for the Divine in an Empirical World?*

**Carlos Ruiz Brussain**

*Hyperdream: A Play-based Creative Framework for Fantasy Authorial Illustration Practice*

**12:00 – 12:30 After the PhD [tbc]**

Chair: Dr Victor Ukaegbu

**Dr Abiodun Kafaru**

*Forgotten Cultural Relics*

**Conference Close**

## ABSTRACTS

### KEYNOTE:

**Dr Dave Burnapp, University of Northampton**

*Becoming researchers: transitions and transformations*

**Abstract:** Moving between cultures of learning demands adaptation: for example moving between *levels* of education (such as going from secondary to tertiary, or from undergraduate to postgraduate); or moving amongst different *national cultures*; or moving amongst the cultures of different *faculties/institutions*. These changes relate both to ontology (what we think things are) and epistemology (the way we know things). However the processes of reflection, and the generation of personal narratives of change, can assist in this adaptation. Various analogies and images are presented to examine this process: U-curves, learning curves, Third Spaces, cargo cults, and transforming space into place. Questions are then offered for the conferences participants to consider the changes they are currently experiencing in becoming researchers.

**Dr Dave Burnapp** is Senior Lecturer in English and Creative Writing at the University of Northampton, where he lectures in English language and culture. For many years a member of staff in the Northampton Business School, he has published on higher education, employability and entrepreneurship, international exchange and collaboration, and a novel set largely in Algeria.

**Dr Abiodun Kafaru**  
*Forgotten Cultural Relics*

**Abstract**

This paper discusses and draws from the wealth of ideas in my doctoral research programme. Through practice-led research in visual arts, the doctoral research serves as a scaffold to argue, articulate, document and at the same time explore the differences and uniqueness of the coastal Yoruba art and culture which serves as a pointer or connector for other Nigerian artists. The coastal Yoruba art form has uniqueness and a variegated creative style which has been neglected for years without proper articulation from both artists in diaspora and within Nigeria. Ajetunmobi (2003) in his seminar research work entitled – “*coastal Yoruba History*” -- confirms the uniqueness and authenticity of Yoruba arts. Coastal Yoruba art has inspired many artists in Lagos environs and beyond, and it thus reflects meaning and cultural significance to other ethnic groups. This paper will shed-light on the concept of materiality and its adoption in contemporary art practices with emphasis on coastal Yoruba land. I will dwell on natural synthesis within Nigerian arts, whereby coastal Yoruba art history, intertwines with technology, in order to navigate ideas for the future.

**Dr Abiodun Kafaru** is Head of the Department of Fine and Applied Arts, Adeniran Ogunsanya College of Education (AOCOED) Lagos State, Nigeria. He finished his PhD at the University of Northampton in 2014.

## **Abstracts of Panel Speakers, in order of Presentation**

**Nadia H. Hassoon**

*Sectarianism and Media*

**Abstract:** 'Sectarianism and Media' is a critical discourse analysis study that is a problem-oriented and programmatic, i.e., it seeks to solve social problems of injustice and dominance. It diagnoses the long term, indirect and direct causes to find a solution to the problem. It is a multidisciplinary approach, i.e., studies the problem socially, historically, politically culturally and linguistically to achieve objective interpretation and proper solution to the problem.

After the invasion of Iraq in 2003, the problem of sectarianism rose suddenly and became a severe conflict. This was fertile ground for DAESH. One of the main contributors to schism and violence is the media, which in any culture serves an important social function of conveying news to the public. It can also misinform reality to achieve certain interests. Analysing and comparing the results of the analysis of certain articles from two conflicting websites that deal with the same incidents can prove this hypothesis and help in finding a solution depending on Foucault's 'knowledge is power'.

**Nadia H. Hassoon** is a PhD student in the University of Northampton's School of the Arts

**Hanaa A. Jan**

*Texts between Two Cultures: Problems of Translation in the Arabic Versions of Jane Eyre and Frankenstein, 1986- 2012*

**Abstract:** My presentation will take the form of an outline of my thesis topic, the aims and objectives of the thesis and an update on research carried out so far and the forthcoming chapters. In my study, I discuss the cultural aspect of making changes to

English novels in Arabic translation focusing on two representative canonical English novels as case studies; Charlotte Bronte's *Jane Eyre* (1847) and Mary Shelly's novel *Frankenstein* (1818). This presentation will offer a brief survey of the three completed chapters of my thesis. The first chapter proposes a review of literature in the field of translation studies and sets the methodology and the theoretical frame work of the study. Chapter two aims to examine the changes in meaning with reference to three translations into Arabic of *Jane Eyre* that were produced between 1986- 2012. The third chapter explores three Arabic versions of *Frankenstein*. Finally, I will outline briefly the research to be carried out over the next year, consider the viability of the research claims up to this stage and check the applied aims and objectives of the study to this point.

**Hanaa A. Jan** is currently engaged in writing her PhD Thesis on the relationship between translating canonical British novels, specifically *Jane Eyre* and *Frankenstein*, into Arabic and the cultural issues that often cause changes and modifications in translation. She works under the supervision of Prof. Janet Wilson, Dr. Dave Burnapp and Prof E. Sadiq from King Saud University. Her main research interests lie in nineteenth-century British literature, women's literature, feminist and post-colonial literary theories, theories of translation, and cultural studies.

## **Wafa Zekri**

*Assessing Second year EFL Writing Proficiency through Blog Personal Stories*

### **Abstract**

This paper will consider learners' personal learning stories as written topics shared in WordPress - a blog writing platform. Participants of this study are second year BA students specializing in English language. These participants are asked



via Facebook discussions to write a story that has most influenced them in their learning experiences.

This paper will use a broad error analysis approach to analyse these students' essays. Errors supply feedback to teachers to consider how students are progressing in developing their skills such as the learner's competence of spelling, communicating ideas, and giving personal views. This paper will also look at learners' self-images through their stories. I will conduct my study using thematic analysis for both stories and skype interviews in order to research how a learning experience can influence future learning. The study aims to assess the English language writing problems through the errors committed in the students' writing that the researcher will have to consider when collecting data for the PhD thesis. This is a pilot study that will gather data from written personal stories to decide which teaching strategy can be constructed to improve students' academic writing skills, so that I can produce materials of value for future research.

I am **Wafa Zekri**, a PhD student at the University of Northampton. I am interested in academic identity development in learning English as a foreign language (EFL). I have an MA in Language Sciences, and my MA thesis topic was 'Non-Verbal Behaviour Effects on EFL Students'. My PhD is based on how students' past experiences including challenges and motivation factors can affect their current identities and which will allow them to draw an improved version of their future learning identities.

**Messaouda Annab**

*The Linguistic Landscape of Algeria*

**Abstract:** The Algerian linguistic map is characterised by diglossia, bilingualism and multilingualism. Algeria is a country with a long colonial history that dominates its present-day linguistic situation. This paper will explore some of the

sociolinguistic patterns of language used in bilingual or multilingual communities; it deals with the historical background of the main languages that can be identified in the Algerian society: Arabic, French and English., The paper will show how Algerians combine distinct languages that have different structural and functional systems depending on situations and circumstances. It will, therefore, describe the linguistic landscape of Algeria and its use at the present time in order to investigate the possible factors of language choice. It may be hypothesized that the fact of colonialism and social and educational factors are the main reasons for language use. The focus will be on language development in a multilingual context where Algerian students code switch between Arabic and French, while they borrow from English.

**Messaouda Annab** is a PhD student at the University of Northampton.

### **Philip Quainoo**

*A framework for European regulation: safety and resilience against volcanic activities in new and existing buildings*

This talk reports on the early stages of a doctoral research project at the University of Northampton, which aims to include measures for minimising the risks of volcanic activities in building regulations. The research proposes strategies to make existing and newly designed buildings more resilient against different volcanic activities. It will also examine the proposed strategies to ascertain their effectiveness in reducing or preventing the loss of lives and properties in Europe.

The research will investigate safety and resilience of building structures in case studies within Europe (e.g. Etna, Italy) and elsewhere (e.g. Montserrat, the Caribbean), which are among the volcanic hotspots in the world. A deep look into the safety of building structures in the case studies with

consideration of its impact against the risks brought about by volcanic activities will help draw conclusions and recommendations.

As an outcome of this research, a framework will be developed that will help key stakeholders including decision-makers, planners, designers, builders and users to take the best available course of action.

**Philip Quainoo** is a PhD student at the University of Northampton.

### **Imene Hamani**

*The Status of Maghreb Berber Migrants in the International Boundaries: Acculturation, Work and Social Integration*

**Abstract:** In a multicultural society such as the UK, it is important to study how Berber ethnic groups who differ from the mainstream group across international boundaries, have to find ways and strategies to integrate into the host society; one of these strategies might be the process of acculturation which is important in the career development of both racial and ethnic minorities. The premise of this paper is to provide a better understanding of the strategies and the processes under which Berber migrants adapt to their new culture, either for better or for worse, while taking into account their ethnic attachment as a mediating factor in developing their professional identity. The contribution of this paper will cover the following major aims:

- To determine whether Berber migrant workers cope with the demands of the UK society in relation to their work well-being, social adjustment, and cultural maintenance.
- To explore if the development of their professional identity contributes to their well-being in the migratory transition to ensure a successful social integration.
- To investigate the host society's attitudes including EU and non-EU migrants towards the Berber ethnic groups.

**Imene Hamani** is a PhD student at the University of Northampton.

**Leila Benseddik**

*An Exploration of English for Legal Purposes (ELP) Teaching in Algerian Higher Education*

***Abstract***

The need to learn English among students of law in Algeria is not limited just to learning the sentence structure, vocabulary and legal terminology. Students' ability to truly integrate in the legal community necessitates the need to know the specific language and practice (discourse and genre) that characterize this community. Lacking this specific disciplinary knowledge and knowledge of the legal genre, Algerian law students face serious obstacles to joining the legal communities locally and internationally. The present research is an exploration of the field of international law regarding the teaching of legal English. It aims at developing and evaluating an experimental English course which will enable students not only to be highly competent academically, but also to possess a strong command of the English language in order to better perform in the legal profession. In order to do so, the researcher will conduct interviews with ELP teachers and administer questionnaires to Law students. Based on the findings of the questionnaires and interviews, the researcher will design an experimental course to be taught for law students aiming at teaching them the legal behaviours associated with legal uses of the English language. By learning the legal genres and behaviours, students will have the ability to successfully practice their legal skills in their communities.

**Leila Benseddik** is a PhD student at the University of Northampton.

## **Imane Tiahi**

### *Matching Pedagogy with Technology*

**Abstract:** In this digital age, it is very important that we have the ability to facilitate and deliver a message across a variety of media. There is a rapid growth of Information and Communication Technology (ICT) which connects to the rising importance in English Language Teaching (ELT) in all educational systems due to globalisation. This presentation will offer an understanding about the importance of using mobile applications within the Higher Education context. The whole point of using digital technology is to improve the learners' success, motivation, engagement and interaction. My aim is to make more effective use of technology to support my learners.

Social constructivism is a hypothesis that states that individuals learn as a result of social interaction and collaboration with others. In this digital age, social constructivism is exemplified by digital technology tools used in student education such as:

- In class mobile voting: to allow students to answer questions during teaching session, with collated responses viewable by teacher and learner.
- Collaborative writing: Use of Wiki for learners to write collaboratively online, with a record of edits, changes, etc.
- Video recording of learner activity: Recordings of students' presentations, performances, workshop activities, workplace activities, provided to learner for reflection and feedback.

**Imane Tiahi** is a postgraduate research student in the School of the Arts, University of Northampton.

## **Bochra Benaissa**

*The Animal Sufferance and the Indictment of Scientific Inquiry in Desert Island Narratives - Case Study: H. G. Wells' The Island of Dr. Moreau*

**Abstract:** The themes that are tackled in H. G. Wells' novel and that I wish to highlight in my 'cross-disciplinary' presentation are the inseparable characteristics of man and nature; the cruelty towards animals, moral responsibility, human identity and interference in nature. The author's scope of rejection includes religion and implies that a God who allows suffering of creatures through evolution will not be better than Dr. Moreau. Wells portrayed the metamorphosis of man into animal in such an intensity. His work is another post-Darwinian dystopia about human society that emphasizes the dangers that face the human future, in addition to the chaotic, animalistic and savage traits hidden in the human nature.

Wells introduced the idea of 'plasticity' that a living thing might be molded and modified to look so distinct from its inherit form. *The Island of Dr. Moreau* manages to perfectly blend horror with science fiction. The use of science through vivisection enables us to explore the limits of human progress, while the horror makes us condemn the negative side brought about with experimentation. Understanding the psychology underlying our attitudes and behaviors toward other species is important and our beliefs about how we should treat other species are changing thanks to the radical animal rights activists and the rise of the 'anthrozoological' research that studies the human-animal interactions.

**Bochra Benaissa:** I have an MA in English Literature from Biskra University, Algeria. I am in receipt of a full scholarship (to conduct my PhD in UK) from the Algerian Ministry of Higher Education and Scientific Research. I am currently studying Higher Degree by Research Leading to Doctor of Philosophy at the University of Northampton.

**Meriem Rayen Lamara**

*The Other Side of the Locked Door: A Gothic Reading of Neil Gaiman's Coraline*

**Abstract:** This paper sets out to examine how the gothic has consolidated as a genre for young readers in recent years. The Gothic has always occupied a significant place in youth's literature, gothic themes and elements appear frequently in folktales, fairy tales and early works intended for a younger readership. Novels by Lemony Snicket, Chris Riddell, Henrietta Branford, and Neil Gaiman feature certain popular motifs from earlier gothic works to address psychological and social preoccupations that are relevant to young readers.

In his novella *Coraline* (2002), Neil Gaiman succeeds in blending the moralising aspect of children's literature with the questioning nature of the Gothic to create an uncanny setting. *Coraline* is a work that is deeply rooted into Gothic tradition. Gaiman illustrates the connection with the Gothic through the use of certain Gothic motifs such as big old houses with secret passages, prophecies, dreams and visions, and more importantly dark supernatural manifestations. In this paper I will focus closely on Neil Gaiman's contribution to the genre through an examination of his use of Gothic tropes in *Coraline*.

**Meriem Rayen Lamara** is a second year PhD candidate currently writing her thesis on the supernatural Gothic in young adult literature. Her adjacent research interests lie in Children's literature, fantasy, supernatural folklore and fairy tales.

**FRIDAY, 16 SEPTEMBER**

**Ben Moussa El Hadj Moussa**

*Teaching Literature Using Critical Thinking and Communicative Approaches*

**Abstract:** In teaching literature in Algeria one encounters many difficulties. The Algerian government and Ministry of Higher Education have attempted to develop methods of teaching literature in order to solve the main problems which, they assert, are due to lack of training of instructors and students. However, there are clear differences between teaching literature in the first language (L1) contexts and in second language (L2) contexts (Durant, 1995). This research involves Masters students of literature at the University of Ouargla, Algeria. It combines the Communicative Approach, which aims to improve linguistic skills and the Critical Thinking Approach which seeks to increase and develop engagement with reading and intellectual thinking in the field of literature (Scriven, 1996). This research aims to explore and develop a deeper insight into teaching literature in the Algerian university context, by combining these approaches and examining how students perceive and experience the learning process. The selected novels are classified as postcolonial literature, and concern recent Arabic events. The choice of the novels is mostly based on considering the effectiveness of the Communicative and Critical Thinking approaches both of which depend on using materials which the students will find of contemporary relevance and be keen to share and discuss.

**Ben Moussa El Hadj Moussa** is a PhD student at the University of Northampton.



**Abdellah Azzam Maachou**

*What is the relation between Multi-channel processing theory and films in English classrooms?*

**Abstract:** Every language learner needs to focus on mastering the four language skills (reading, writing, listening, and speaking) and the film approach shows that we use all the skills to understand the film's content. Hence this research also connects to psycholinguistic theories about multi-channel processing. Close captioning has a great importance in ELT and language acquisition. Visualising the images, listening to words and reading the subtitles are all included in a theory called "Multi-channel processing" however, the film technology made a link between hearing, reading and seeing. This theory is a part of my PhD thesis and the tool that will be used to research it is a pilot study which will take six weeks, case study: First year English major students in the University of Djillali Liabes, Sidi Bel Abbes, Algeria. In the pilot study, I intend to teach English to the participants using a scene from the film "*The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*" and the sessions will be divided into three sections (Pre-watching, While-watching and Post-watching).

**Abdellah Azzam Maachou** is a PhD student at the University of Northampton.

**Adam Ghani**

*Contemporary Art and the Liminal Space: Refuge for the Divine in an Empirical World?*

**Abstract:** This paper takes up liminality as transitional/in-between state and the initiation rite for divine resonance, considering how artists can serve as shamanic practitioners in a technological age where organised religion has receding influence in the West. Discussion will focus on montage as my

personal medium for activating the liminal (also called the ‘third space’). Organised religion’s search for ‘the transcendent other’ whilst preaching adherence to its dogma in belief systems will be considered as a hindrance to this, in light of fear of ambiguity and variation, seeking the divine in an ideal: through nationhood or through specific text, for example. The potential of the contemporary art venue as non-specific alternative and medium for religious impulse will be considered along with discussion of my implementation of a split screen montage system in my research: as being a platform for the interplay of different narratives and ‘simulating’ the liminal experience. Other topics may include: Identifying archetypes through this reconfiguration, subverting the idea of a centralised ‘godhead’ or monolith; The split screen montage system as a fragmented rumination on the lost whole, aspiring to synthesis and recovery but never achieving it; Subject matter as roleplay of liminal drama or mythic presence in time; Liminality as the non-situated and the various: the idea of the divine having refuge in this state, through sheer ‘presence’ as opposed to ceremonial confirmation.

**Adam Ghani** is currently in the second year of his practice-led research at the University of Northampton.

### **Carlos Ruiz Brussain**

*Hyperdream: A Play-based Creative Framework for Fantasy  
Authorial Illustration Practice*

**Abstract:** My practice-led research analyses the development of a play-based creative framework for fantastic illustration and for sequential visual narrative within the field of authorial illustration. This creative framework encompasses different ludic approaches, techniques, and tools designed to provoke motivation through randomness and unexpectedness. This creative framework was designed following the theory of flow developed and tested by M. Csikszentmihalyi regarding play,

intrinsic motivation, and optimal and autotelic experiences, and Jungian theories concerning dreams, reverie states, fantasies and myths.

During the past two years I have been analysing the context of contemporary illustration; earlier artistic movements that used play as inspiration; and literature concerning play from different perspectives (psychology, philosophy sociology, anthropology); and, at the same time, developing, explaining and testing out the components of this creative framework. Currently, I am exploring how fantasy-thinking or dream-thinking, as Jung called it, might be increased by the use of play dynamics and active imagination for their value as motivators for creativity in self-initiated illustration projects.

## **Biography**

Carlos Ruiz Brussain is an artist and a lecturer. His practice is in the fields of drawing, illustration, concept art and painting. He lectures in illustration, creative methodologies and creative techniques at ERAM Escola Universitaria-University of Girona (Spain).

He holds a Master's degree in Design from the University of Lincoln (UK) and a Postgraduate Diploma in Art Therapy from the University of Girona. He is a member of the Drawing Research Network; the Archive for Research in Archetypal Symbolism; the Teaching Innovation Network: Play and Learning (University of Girona); and the research group Play and New Technologies Applied to Teaching Innovation (University of Girona).

