



# “LANGUAGE STUDIES: PRACTICAL IMPLICATIONS FOR THE SOCIETY”

Organized by:  
Prince Sultan University  
College of Humanities  
Applied Linguistics Research Laboratory (ALLAB)

**Riyadh  
7 November 2020**



APPLIED LINGUISTICS  
RESEARCH LAB



**1<sup>st</sup> International Symposium  
on Applied Linguistics Research**  
7 November 2020

**Book of Abstracts**

**Language Studies**

**Practical Implications for the Society**

**Organized by:**  
**Prince Sultan University**  
**College of Humanities**  
**Applied Linguistics Research Laboratory (ALLAB)**

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*In the  
name of*  
**Allah**  
*Most Gracious, Most Merciful*

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PRINCE SULTAN BIN ABDULAZIZ AL SAUD

(1928 -2011)

## Welcome Message

### PSU President & ALR2020 Honorary Chair

### Dr. Ahmed Yamani

*Good morning to you all!*

Hello everyone! Greetings to you all, Ladies and Gentlemen from Riyadh, S.A., wherever you are.

Today, we have gathered online - against all odds - to reflect on our determination to continue our commitments to research.



Therefore, at this exceptional & challenging time, & for the sake of each and every one's health, we are communicating virtually.

It is great pleasure for all of us at PSU, and we are indeed pleased and delighted to have our distinguished guests joining us in this timely symposium.

It gives me an immense pleasure to welcome you all, and we truly thank you for participating in this important symposium not only to the Kingdom, but also to the region as a whole - the First International Symposium on Applied Linguistics Research. We are indeed honored to have diverse participants from numerous universities from different countries, making our symposium a truly international one. We truly hope that you all will have an enjoyable, successful, productive, and exceptional symposium.

Before making few more remarks, we would naturally like to thank the organizer - the Applied Linguistics Lab, at the College of Humanities - for bringing together, on a common virtual platform, local and international scholars, researchers, plenary speakers, for promoting Applied Linguistic Research, and to share and discuss important issues and exchange ideas of recent developments in regards to various Applied Linguistic disciplines in Saudi Arabia and the Gulf Region.

We strive to offer an exceptional experience for researchers in Applied Linguistics.

We need also to thank those scholars, who will be speaking and making presentations and giving workshops. For those from PSU and local institutions, let me congratulate on your work and sharing your knowledge. For our international

guest speakers from other campuses, let me reiterate a warm welcome to accompany my thanks.

As PSU takes pride, in being the first and the leading non-profit private university in the Kingdom, we are also pleased and honored that PSU is the first university in the region to host this First International Symposium on Applied Linguistics Research.

These days, the Kingdom of Saudi Arabia is experiencing a dramatic and comprehensive transformation. Program reforms and innovative ideas make up the warp and weft of Saudi Vision 2030. The Vision rests on three thematic pillars — a vibrant society, a thriving economy, and an ambitious nation.

We have already seen the fruits of the delivery approach of the Vision as we move from concept to reality.

Some of the new deliverables can be felt and seen on the ground today.

At PSU, our aim, as an effective contributor in the Kingdom Vision 2030, is to be at the forefront of higher education and applied research. We are highly committed to supporting research into language studies, particularly when it has practical applications to our society – which is the theme of our symposium today.

Being a multicultural community with faculty and students, Prince Sultan University uses English as a lingua franca for daily communication and believes, as Frank Smith says, that “One language sets you in a corridor for life, while two languages open every door along the way.”

I applaud the College of Humanities for taking the initiative and teaming with leading researchers, to orchestrate this timely Symposium. This is yet another example of the many opportunities for practical discussion gatherings that have been and will be held at PSU.

Last but not the least; I would like to reiterate our special thanks to the distinguished speakers and partners who showed equal commitment to quality research. Sincere thanks are due to our plenary speakers, Prof. Norbert Schmitt, Prof. Jeanette Altarriba and Prof. Christina Gitsaki. Special thanks are also due to our workshop partners, the British Council, the National Center for Assessment (Qiyas), Zaka, the artificial intelligence company, Traajim, the youth translation initiative and the Kingdom of Saudi Arabia Association of Language Teachers (KSAALT TESOL).

I would also like to thank all the speakers who join us from 15 countries to share their distinctive research work today.

And finally, I would like to acknowledge and thank the organizers of today's symposium, who devoted their time and talent in organizing and making this unique international symposium an overwhelming successful event, Dr. Hind AlOtaibi, Committee Chair, Dr. Dina El-Dakhs, Committee Co-Chair and thanks all the logistics and support teams behind the scenes.

Our appreciation also goes to the co-chairs of the Scientific Committee Dr. Anna Siyanova Chanturia, Victoria University of Wellington and Dr. Suhad Sonbul, Umm AlQura University, who contributed to the success of the symposium.

And we would also naturally like to feel that we have not only made friends with some of the leading experts in the field, but that this symposium will also mark the beginning of establishing the bases for long-term relationships with PSU.

In closing, I encourage delegates to participate actively in the interesting discussions over the symposium.

I hope that this symposium will create a platform for thought-leaders, academics and researchers to share their ideas and views, which may in turn inspire new and practicable applications in the field.

I wish everyone a successful and fruitful symposium. Thank you all again and I trust you will enjoy the rest of the program. Thank you!

## Welcome Message Dean, College of Humanities & ALR2020 Chair

**Dr. Hind Alotaibi**

*Dear all,*

It's my privilege and pleasure on behalf of the Applied Linguistics Research Lab (ALLAB), College of Humanities, Prince Sultan University to welcome you all to the 1st International Symposium on Applied Linguistics Research.

The initiative to organize such an international event comes in line with the Saudi Vision 2030 aiming at enhancing Applied Linguistics research in our country and the Gulf region which will contribute to promoting education and research opportunities.

In light of the unprecedented developments with COVID-19 and after thoughtful discussions with the various committees, it was decided to move the symposium to a fully online, virtual experience. We believe that such an agile decision will broaden the opportunities and engagement while maintaining the well-being of our audience.

With the conference theme: Language Studies: Practical Implications for the Society, we are bringing together national and international perspectives through high-quality research in various areas of Applied Linguistics including Language Learning and Teaching, Second Language Acquisition, Assessment, Translation and Stylistics, Corpus Linguistics and Discourse Analysis, and Psycholinguistics.

This year, we are fortunate to have distinguished international plenary speakers with an impressive record in Applied Linguistics Research: Prof. Norbert Schmitt, University of Nottingham, Prof. Jeanette Altarriba, University at Albany, State University of New York, and Prof. Christina Gitsaki, Zayed University. We are also privileged to have outstanding workshop partners: The British Council, the National Center for Assessment (Qiyas), the Kingdom of Saudi Arabia Association for Language Teachers (KSAALT), Traajim and Zaka.

With carefully selected 32 paper presentations, 12 research posters, and 5 workshops, we hope to establish a platform for researchers in Applied Linguistics to share their experiences and recent work and to promote national and international research collaborations.

Finally, this exciting event would not have been possible without the support of Dr. Ahmed Yamani, PSU president.

My gratitude also goes to Dr. Dina El-Dakhs the co-chair and Leader Applied Linguistics Research Lab, Scientific committee, Co-chairs: Dr. Anna Siyanova-Chanturia, Victoria University of Wellington and Dr. Suhad Sonbul, Umm Al-Qura University, and all members of the Scientific committee and organization committee for their outstanding efforts.

Thank you all for participating in the 1st International Symposium on Applied Linguistics Research and remember that the success of this event depends on you, your active involvement and contribution to the discussions will be of vital importance.

Thank you and I wish you an effective, productive and stimulating event.



## Welcome Message

### ALLAB Leader & ALR2020 Co-chair

### Dr. Dina El-Dakhs

#### *Greetings,*

On behalf of my colleagues at the Applied Linguistics Research Lab (ALLAB) at the College of Humanities, I would like to sincerely thank you all for being here today. We are truly grateful to Prince Sultan University's higher management for their relentless support, for our college dean for her amazing cooperation, for our distinguished plenary speakers and outstanding workshop partners for their contributions. We are also truly grateful to all the speakers and participants who are joining us from all over the world and we promise them a memorable event.



I would like to share with you a brief introduction to our research lab. ALLAB was established in September 2019. We are a group of 15 investigators from different parts of the world who have come together with a passion for research in Applied Linguistics. Our work is interdisciplinary as it covers language learning & teaching, Discourse Analysis, Pragmatics, Sociolinguistics, Psycholinguistics, Vocabulary Studies, Corpus Linguistics and Educational Linguistics.

As a group, we are committed to quality research output in highly ranked publication venues and the creation of strong links between research and the community it should serve. We, therefore, conduct quality research, hold research-related activities, offer training to interested budding researchers and provide research-based consultations. We also welcome national and international collaboration, as we believe that collaboration is a true essence for outstanding and impactful research. Today's symposium is an excellent example of successful research collaboration. So, let's maintain the excellence through on-going discussions, regular exchange of knowledge and continuous participation in collaborative research. So, enjoy the symposium and please stay in touch...

## Symposium Program

KSA Time	GMT	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
Opening	9:30-10:00		6:30-7:00	(Room 6)			
			<b>Dr. Ahmed Yamani</b> (President, Prince Sultan University, Honorary Chair, ALR2020) <b>Dr. Hind Alotaibi</b> (Dean, College of Humanities, Prince Sultan University, Chair, ALR2020) <b>Dr. Dina El-Dakhs</b> (Leader, Applied Linguistics Research Lab, Co-chair, ALR2020)				
Plenary Session	10:00-11:00		7:00-8:00	(Room 6)			
			<b>Professor Norbert Schmitt</b> (University of Nottingham, UK) Vocabulary Size Requirements and Principles of Teaching Vocabulary				
Paper Session	11:15-11:45	Muhammad Was-eem and Ghulam Murtaza Punjab University Pakistan	Syeda Rabia Tahir and Nooreiny Maarof Asia e University Malaysia	Fatma Benglia Independent Algeria	Inas Almusallam King Saud University Saudi Arabia	Shin'ichiro Ishikawa Kobe University Japan	
	8:15 - 8:45	A Semiotic Analysis of Cultural Shift in Benazir Bhutto's Images	Stakeholder's Attitudes and Beliefs towards the Bilingual Pedagogy of Islamic Studies Subject	Adopting Conversation Analysis Approach in EFL Classroom to Enhance Learners' Interactional Competence	Non-verbal Offers in Women's Talk by Saudi Arabic and British English Speakers: A Politeness Perspective	Influence of L1, L2 Proficiency, and Task Types on Lexical Features of L2 Speeches by English Learners in Asia: A Study Based on the ICNALE Spoken Dialogue	



KSA Time	GMT	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
Paper Session	11:45 - 12:15	Yuka Ishikawa Nagoya Institute of Technology Japan	Lama Al-Rumaih Princess Nourah bint Abdulrahman University Saudi Arabia	Ahmed Al Khateeb King Faisal University Saudi Arabia	Shefa A. Albakheet Imam Mohammad Ibn Saud Islamic University Saudi Arabia	Khatmah Alanazi and Mohammad Alanazy Taif University (Maquarie University) and Imam Mohammad Ibn Saud Islamic University Saudi Arabia	Wafa Yusuf University of Bahrain Bahrain
		A Corpus-based Study of Research Article Abstracts in Engineering	The Integration of CAT Tools in Saudi Universities: Towards a More Visible State	Fostering Corrective Feedback through Telecollaboration	Identity Construction via the Use of Impoliteness: A Critical Discourse Analysis of Trump's Political Incorrectness in the Preliminary Debates (2015-2016)	Language Assessment: Washback Effect on Teaching and Learning at High Schools in Saudi Arabia	A Transitivity Analysis of D. H. Lawrence's 'The Rocking Horse Winner'
Paper Session	12:15 - 12:45	Olfa Gandouz The University of Sattam bin Abdalziz and The University of Monastir Saudi Arabia and Tunisia	Philip Boateng Ansaah University of Mines and Technology Ghana	Norah Almusharraf Prince Sultan University Saudi Arabia	Najla Alghamdi Taif University Saudi Arabia	Kholoud Binsiddiq Independent Saudi Arabia	
		'Who can make me happy and I do not wish to be happy': A Stylistic Approach to Family Tragedy in Edward Albee's 'Who's Afraid of Virginia Woolf'	Improving English Language Learners' Dictation Using the Schema Reading Theory through the Reverse Classroom Strategy	Incorporation of Kahoot into EFL Writing Classroom: A Game-based Approach	Saudi Dialect: A Potential Koine Dialect	Long-term Effects of Age of Instruction on L2 acquisition of Reflexive Binding	

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KSA Time	GMT	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
Plenary Session	11:15-12:15	<b>Prof. Dr. Christina Gitsaki (Zayed University, Dubai, UAE)</b> Issues in Applied Linguistics: Gulf Perspectives (Room 6)					
Paper Session	15:30-16:00	Hanae Trola Skalli Universidad de Cádiz	Imane Tiaiba Setif 2 University	Zainab Gaffas Umm Al-Qura University	Julie Lowry Independent	Muneerah Al Shuhail University of York and King Faisal University	
		Spain Ideology and Discourse Analysis about the Migration Topic on Spanish Newspapers	Algeria Applicant's Self-presentation During the Faculty Hiring Interview	Saudi Arabia Students' Perceptions about Blended vs. Virtual ESP Classrooms	Saudi Arabia The Enregisterment of the "Badawi" Dialect in Harub, Saudi Arabia	UK and Saudi Arabia Learning a Second Language: A Vehicle to Another Self	
Poster Session	16:00-16:30	Wesam Mohamed Abdel Khalek Ibrahim, Hessa Abaalalaa, and Andrew Hardie Princess Nourah bint Abdulrahman University and Lancaster University	Hossameldin Attiah American University in Cairo	Ali Alsaawi Majmaah University	Hind Alaodini University of Tabuk	Safaa Abdelhalim and Hajar Alqubayshi Imam Mohammed Ibn Saud Islamic University	Reema Albilehi King Saud bin Abdulaziz University for Health Sciences
		Saudi Arabia and UK The Discursive Construction of the Ethiopian Renaissance Dam in Egyptian Newspapers: A Corpus-assisted Discourse Analysis	Egypt An Egyptian Model of Community Language Learning (CLL)	Saudi Arabia Plurilingual Practice in Saudi EFL Classrooms	Saudi Arabia A Sociolinguistic Study of the Dawāsir Dialect in Dammam, Eastern Arabia: Fortition of /j/ and Unrounding of /a:/	Saudi Arabia Second Language Acquisition and Acculturation in the Hosting Society: The Impact of Motivational Orientation	Saudi Arabia A Cross-linguistic Study on Politeness in Arabic, Russian and English

KSA Time	GMT	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6
Poster Session	16:30-17:00	<b>Aisha Alsubhi</b> Umm Al-Qura University <b>Saudi Arabia</b> The Use of Interational Metadiscourse in the Academic Advertisements of Arab Universities	<b>Taofeeq Adebayo</b> Tulane University <b>USA</b> Translanguaging: A New Approach to Mother Tongue Education in Africa	<b>Yasamiyan Saleh Alolaywi</b> Qassim University <b>Saudi Arabia</b> Translating Poetic Wisdom from Arabic into English: A Stylistic Linguistic Analysis	<b>Hala Dalbani</b> Prince Sultan University <b>Saudi Arabia</b> Multimodality in the Realm of Linguistics: Paving the Pathways to Employment	<b>Juwaeriah Siddiqui</b> Carleton University <b>Canada</b> Exploring L2 Motivation of Arabic Learners in United Arab Emirates: A Complexity Theory Application	
<b>Plenary Session</b>	<b>17:15-18:15</b>	<b>(Room 6)</b>  <b>Professor Jeanette Altarriba (University at Albany, State University of New York, USA)</b> Learning a New Language: Fundamentals and New Approaches					
Paper Session	18:30-20:00	<b>British Council</b> Taiseer Mirghani Educational Reform: What are the Implications?	<b>National Centre for Assessment</b> Bjorn Norrbom Writing Effective Test Items for Reading Comprehension and Listening Comprehension	<b>TAAJIM</b> Khansa Al-Qudaimi EFL Learners on Intercultural Communication: How to take a Stance in SNSs?	<b>ZAKA</b> Wissam Antoun A Non-technical Introduction to Artificial Intelligence for Natural Language Processing	<b>KSAALT TESOL</b> Fatmah A Ali ELT Collaborative Professional Development	



# Plenary speakers



**Prof. Christina Gitsaki,**  
Zayed University, UAE



**Prof. Norbert Schmitt,**  
University of Nottingham, UK



**Prof. Jeanette Altarriba,**  
University at Albany,  
State University of New York, USA



## Vocabulary Size Requirements and Principles of Teaching Vocabulary

### Professor Norbert Schmitt

University of Nottingham, UK



**Time:** 10:00-11:00 (7:00-8:00 GMT)

**Room:** 6

**Abstract:** This presentation will look at principles for developing good vocabulary teaching. Because teaching English as a Second Language is so important in Saudi Arabia (and the world), the talk will focus on teaching English. The first need for effective teaching is to stimulate learners' motivation. The talk will start by looking at reasons why learning is important for your students. Then I will discuss the vocabulary size requirements to use English effectively. (How many words do your students need to learn?) Finally, I will cover 6 principles which are important for effective vocabulary teaching:

- 1 A lot of vocabulary is necessary to function well in English
- 2 Learning vocabulary entails more than just learning a word's form and meaning
- 3 Vocabulary learning is incremental in nature
- 4 Recycling is crucial to vocabulary learning
- 5 There is a role for both explicit instruction and incidental learning
- 6 Vocabulary is more than just individual words

**Bio: Norbert Schmitt** is Emeritus Professor at the University of Nottingham. He has worked in ESL and Applied Linguistics since he began his career in Japan in 1988. He has published 9 books on vocabulary and applied linguistics, and over 100 journal articles and book chapters. He specializes in second language vocabulary pedagogy and assessment. He has lectured and consulted widely on these topics at numerous international conferences and university talks. His current projects include compiling a list of the best-known vocabulary, co-developing the next generation of vocabulary test, and researching the nature of vocabulary knowledge.

## Issues in Applied Linguistics: Gulf Perspectives

### Professor Christina Gitsaki

Zayed University, Dubai, UAE



**Time:** 14:15-15:15 (11:15-12:15 GMT)

**Room:** 6

**Abstract:** Applied Linguistics is often perceived as specialized language education field. In reality, Applied Linguistics is an interdisciplinary field of research and practice that permeates every aspect of life and society: from language learning to communication in the workplace; from theories of learning and language processing to language disorders; from language variation to multilingualism and linguistic discrimination; from language policy and planning to classroom language teaching. The cultural and linguistic pluralism of the Gulf region have provided a rich ground for research in Applied Linguistics to flourish. There is no better time to be an Applied Linguist, researcher or practitioner, than being here and now. This session will review the kaleidoscope that Applied Linguistics is and discuss current and future research possibilities in the Gulf region.

**Bio: Prof. Dr. Christina Gitsaki** is the Research Coordinator at the Center for Educational Innovation, Zayed University, UAE and the Secretary General of the International Association of Applied Linguistics (AILA). In the past, she served as the UNESCO Chair in Applied Research in Education in the UAE and later as the Associate Dean of the Foundations program at the Higher Colleges of Technology, UAE. Before coming to the UAE, she worked at The University of Queensland (UQ) in Australia, where she educated pre-service teachers and supervised master's and Ph.D. students in educational research. She has worked with Education Queensland and The Learning Federation of the Curriculum Corporation, Australia on state and federal education projects such as the creation of digital Learning Objects for K-12 ESL students. At the CEI she oversees the Scholarship of Teaching and Learning course, the development of resources for research and she provides advice and mentorship to faculty who are interested in engaging in research on teaching and learning.



## Learning a New Language: Fundamentals and New Approaches

### Professor Jeanette Altarriba

University at Albany, State University of New York, USA



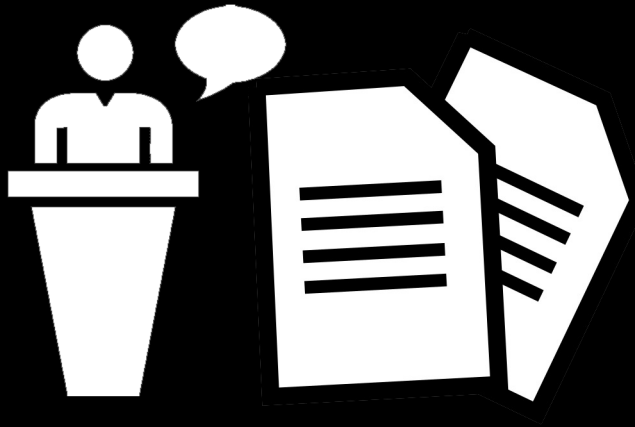
**Time:** 17:15-18:15 (14:15-15:15 GMT)

**Room:** 6

**Abstract:** Bilingualism and multilingualism have been linked to both cognitive advantages and costs or challenges that are tied to culture, society, and political worldviews. However, in recent times, a focus has driven researchers to consider the benefits of learning a new language that impact communication, learning, executive function, brain development, and aging in positive ways. What are the key features involved in becoming fluent in a new language? Is it nestled within contextual or motivational factors? Is it dependent on mode of acquisition and learning? The current presentation will provide an overview of recent approaches to learning a new language, the ways in which these approaches are dependent upon the type of information being learned (e.g., emotional vs. non-emotional), and provide data on a new method of acquisition that advances this area of research. Research in the area of survival or adaptive memory provides a proven framework within which to strengthen the learning or encoding of new knowledge and the assurance that that information will be better remembered in the future (see e.g., Kazanas & Altarriba, 2015, for a review). Applying this framework to the learning of words in a new language has resulted in data that would underscore the importance of learning context in creating language traces that are durable and long-lasting—outcomes that are most desirable in the learning of a new language. These new directions have clear implications for classroom and educational applications that could hasten the learning of a new language—a skill that is ever more important in an increasingly global environment.

**Bio:** Jeanette Altarriba is Professor in the Department of Psychology and Interim Dean, College of Arts and Sciences, at the University at Albany, State University of New York. Her BA is from Florida International University and her MA and PHD from Vanderbilt University in Cognitive Psychology. Altarriba is the Editor or Co-Editor of seven books including *Cognition and Culture*, *Foundations of Bilingual Memory*, *Methods in Bilingual Reading Comprehension*, and *An Introduction to Bilingualism: Principles and Processes* now in its second edition. She has published over 80 peer-reviewed research articles and is a sought-after speaker and presenter on a variety of topics including memory, language, attention, emotion, and bilingualism.

# Paper Presentations



## **A Semiotic Analysis of Cultural Shift in Benazir Bhutto's Images**

**Muhammad Waseem and Ghulam Murtaza**

**Punjab University, Pakistan**

***Time: 11:15-11:45 (8:15-8:45 GMT)***

***Room: 1***

**Abstract:** The present study investigates the application of Charles Sander Peirce's 'Triadic Model' by eliciting the elements representing cultural shift in Benazir Bhutto's life. The study highlights different phases of her life i.e. student life and life as politician (prime minister). The research tries to delineate different phases of Benazir Bhutto's life and offers semiotic means to comprehend different aspects related to her life. The paper lucidly locates the intensity of cultural shift in different circumstances. The images for analysis have been resourced from the websites of newspapers. The data (images) have been collected from different phases of Benazir Bhutto's life. The sampling is of purposive (judgmental) in nature. Close inspection of the images is employed as the tool of the study for image analysis. The data are presented chronologically for the sake of clarity. Images are analyzed through triadic model of semiotics. This paper candidly and lucidly locates the intensity of cultural shift in different circumstances. This paper successfully and comprehensively elicits and clarifies that cultural switching had either political motivations or had the motivations for national integrity. The study also brings forth various features (leadership qualities like vocality, political acumen, savviness) related to Benazir Bhutto's personality.

**Bio: Muhammad Waseem** is an M.Phil. scholar and student of Ph.D. English Linguistics. He attended four conferences held in Pakistan. Two articles are under evaluation in Kashmir journal and Hayatian Journal. Moreover, he served in GC University, GIFT University, Punjab University and Riphah University.

## Stakeholder's Attitudes and Beliefs towards the Bilingual Pedagogy of Islamic Studies Subject

**Syeda Rabia Tahir and Nooreiny Maarof**

Asia e University, Malaysia

**Time: 11:15-11:45 (8:15-8:45 GMT)**

**Room: 2**

**Abstract:** The bilingual teaching and learning of Islamic Studies is commonly practiced in a majority of international schools around the world. The subject Islamic Studies is often taught and learned in Arabic and in one other language. In Islam, Arabic is the language of the normative sources – the Quran and the Sunnah (prophetic tradition) – and of a large part of the classical tradition of Islam. In learning Islamic Studies, a complex problem is the students' limited proficiency in the Arabic language or in the other language. The common language used other than Arabic is English. To address this problem some international schools, advocate the teaching of Islamic studies in both Arabic and English. Thus, the main aim of this preliminary study is to investigate the attitudes and beliefs of the stakeholders (the school principal, teacher, students, and their parents) towards the bilingual pedagogy of Islamic studies. A case study approach was adopted whereby an International Islamic school in Kuala Lumpur, Malaysia was selected as the site of the study. The study comprised two phases: (1) A survey questionnaire was distributed among the school principal, the subject teachers, 30 students, and their parents, and (2) Interviews were conducted with the school principal, 5 selected students, and the students' parents. Data from the questionnaire were analyzed for the percentage of positive and negative attitudes and beliefs among the stakeholders. A content analysis of the interview protocols was conducted to examine the emerging themes related to the attitudes and beliefs of the stakeholders on the bilingual pedagogy of Islamic studies. This paper provides a discussion of the findings of the study and its implications for the bilingual teaching of Islamic studies in international schools.

**Bio: Syeda Rabia Tahir** is a Ph.D. scholar at Asia e University, Malaysia. She obtained a Bachelor of Arts (English, mathematics, and journalism) and a Master of Arts in English. Syeda is interested in the research of second language learning and foreign language learning, in particular about the bilingual pedagogy.

**Dr. Nooreiny Maarof** was a professor at Universiti Kebangsaan Malaysia. Presently, she is an academic fellow at AeU University supervising Ph.D. students in the School of Education. Her research interests include Multilingual/Multicultural Education, ESL, Curriculum & Instruction, and Reading & Assessment. Her main publications are on ESL/EFL pedagogy and assessment.

## Adopting Conversation Analysis Approach in EFL Classroom to Enhance Learners' Interactional Competence

**Fatma Benglia**

Independent researcher, Algeria

**Time:** 11:15-11:45 (8:15-8:45 GMT)

**Room:** 3

**Abstract:** Being a competent interlocutor, when interacting with native speakers or native-like ones, is the ultimate goal of L2 learners. Thus, L2 oral expression classes should focus on developing learners' interactional competence in order to prepare them to be more effective interactants when they are engaged in spoken interaction. To teach interactional competence, teachers should adopt an approach that suits the nature of this competence as it is linked to spoken language. Wang and Waring (2010) consider conversation analysis as the appropriate approach to deliver interactional aspects when they say that "conversation analysis offers a wealth of knowledge that can make our understanding of interactional competence more specific, more systematic, and more pedagogically sound." (p.8). In other words, it is suggested that conversation analysis approach provides a useful knowledge which helps teachers to present interactional competence appropriately. In Algeria, EFL learners lack the direct contact with native speakers, and consequently they have challenges in developing their interactional competence outside the classroom. Thus, there is a pressing need to teach interactional competence in oral expression class. The present study aimed at investigating the impact of using conversation analysis as a pedagogical approach to teach interactional competence in Algerian context. The study was based on elicited conversations which were carried out by 31 first year students from the English department, UKMO, Algeria. They have studied English as a foreign language for seven pre-university years. Conversation analysis was used to analyse participants' conversations. The results demonstrated that conversation analysis approach has helped the participants to use the target language appropriately through raising their awareness about the aspects of interactional competence, and thus they became more effective interlocutors. The current study contributes to the growing research of using the findings of conversation analysis approach to enhance L2 learners' interactional competence in L2 pedagogy.

**Bio:** **Fatma Benglia** is an independent researcher, Algeria and a life-member of Teaching & Education Research Association (TERA). She holds an MA in Applied Linguistics and ESP. Her research interests include pragmatics, discourse analysis, and conversation analysis.

## Non-verbal Offers in Women's Talk by Saudi Arabic and British English Speakers: A Politeness Perspective

**Inas Almusallam**

**King Saud University, Saudi Arabia**

**Time: 11:15-11:45 (8:15-8:45 GMT)**

**Room: 4**

**Abstract:** Although non-verbal acts play a significant role in conversations (Geyer, 2008), studies of cross-cultural pragmatics and politeness have solely focused on linguistic communication; no attention is paid to the communicative functions of non-verbal acts (Fukushima, 2015). Hence, what we know about non-verbal manifestations of politeness is undoubtedly minimal. Drawing on Locher and Watts' (2005) relational work, the study explores how non-verbal offers influence the management of relational work in ordinary talk among Saudi Arabic (SA) and British English (BE) female friends. The data were mainly collected through recordings of natural talk among female friends in a dinner setting. Through detailed analysis of the recordings, 143 offer exchanges were found in the SA corpus and 104 in the BE data. In all, around half of the SA offers and a quarter of the BE offers were initiated non-verbally. Follow up interviews and scaled-response questionnaires were employed.

The analysis has demonstrated that non-verbal offers play a significant role in the management of relational work and discursive evaluations of politeness in both sets of data. Participants' comments indicated that the absence of these non-verbal offers may be noticeable and could be considered inappropriate. The analysis has also shown that non-verbal offers might affect the ongoing conversation, e.g. change the topic or prompt complex negotiation of the offer and cause evaluative reactions. Moreover, it was found that the SA females displayed more positive evaluations of non-verbal offers than the BE ones. Finally, the findings of the study have shown that its analytical framework can account for non-verbal offers in the same way as verbal ones. Thus, I suggest that any study of politeness must be expanded to adequately account for non-verbal instances of politeness because both verbal and non-verbal behaviour can similarly affect the constructionist nature of politeness.

**Bio: Inas Almusallam** is an assistant professor of applied linguistics at King Saud University. She received her PhD from the University of Leeds in 2019. Almusallam is the author of 'EFL instructors' & learners' attitudes to authentic reading materials' (2015). Her main research interests centre around cross-cultural pragmatics, interlanguage pragmatics, politeness, and women's talk.

**Influence of L1, L2 Proficiency, and Task Types on Lexical Features of L2  
Speeches by English Learners in Asia: A Study Based on the ICNALE Spoken  
Dialogue**

**Shin'ichiro Ishikawa**

**Kobe University, Japan**

**Time: 11:15-11:45 (8:15-8:45 GMT)**

**Room: 5**

**Abstract:** It has been widely known that learners' L2 performance can change according to various parameters concerning learners and/or tasks. Cervantes and Gablasova (2019), for instance, examine Trinity Lancaster Corpus and show that the types of high-frequent phrasal verbs change according to learners' proficiency levels. Caines & Buttery (2019) analyze Cambridge Learner Corpus and conclude that lexical features, word-class frequency, and subcategorization frames describing verbs and their arguments are all influenced by task-topics. However, fewer learner corpus studies have focused on learners in Asia. This study, therefore, used the ICNALE Spoken Dialogue (Ishikawa, 2018), which currently includes approximately 600,000 tokens of L2 English speeches by Asian college students collected in the interview settings, and examined how learners' L1 (Japanese, Chinese, Thai, etc.), L2 proficiency (A2, B1 low, B1 upper, and B2+) and task types (picture descriptions, role-plays, and casual conversations) influence (a) the number of tokens, (b) the number of types, (c) lexical variety (Herdan's C), (d) word level, (e) the ratio of five basic word classes (personal pronouns, nouns, verbs, adjectives, and adverbs), (f) the number of interjections, and (g) the number of non-words such as false starts. Our quantitative analyses have shown that both of the learner parameters and task parameters have a significant influence on these lexical indices. This study suggests the importance of paying due attention to learner/ task variables in the analysis of learner corpus data.

**Bio:** **Dr. Shin'ichiro (Shin) Ishikawa** is Professor of Applied Linguistics at the School of Languages & Communication, Kobe University, Japan. His research interests cover corpus linguistics, statistical linguistics, TESOL, and SLA. He has published many academic papers and books on branches of applied linguistics. He is a leader in the ICNALE learner corpus project.

## A Corpus-based Study of Research Article Abstracts in Engineering

**Yuka Ishikawa**

**Nagoya Institute of Technology, Japan**

**Time: 11:45-12:15 (8:45-9:15 GMT)**

**Room: 1**

**Abstract:** Engineering colleges and institutes in Japan have globalized rapidly in recent years. The number of overseas students, non-Japanese professors and researchers, and lectures delivered in English has drastically increased. Now the emphasis is increasingly being put on writing papers in English and some colleges require students to write their thesis abstracts in English.

However, there are few learning materials available for Japanese graduate students to learn how to write an effective abstract. This study analyzes fifty abstracts written by Japanese graduate students majoring in the five major engineering disciplines: chemical engineering, applied physics, material engineering, architecture, and computer science and compare them with fifty abstracts written by professional researchers of the same disciplines, aiming to identify words and phrases overused and underused by graduate students and to develop new learning materials suitable for them.

The results show that graduate students tend to use ordinary common words more frequently while they tend to use technical words less frequently than professional researchers. The result of the correspondence analysis suggests that some graduate student groups use high-frequency words in a characteristic way. They also have a tendency to overuse particular sentence structures such as “it is found that” or “it is concluded that”.

**Bio:** **Dr. Yuka Ishikawa** is a professor of Graduate School of Engineering at Nagoya Institute of Technology, Japan. Her research interests include corpus linguistics, ESP, gender and language studies. Her recent publications include “ESP Goi Kenkyu No Chihei” (New Horizon in ESP Vocabulary Studies).



## The Integration of CAT Tools in Saudi Universities: Towards a More Visible State

Lama Al-Rumaih

Princess Nourah bint Abdulrahman University, Saudi Arabia

*Time: 11:45-12:15 (8:45-9:15 GMT)*

*Room: 2*

**Abstract:** Nowadays, technology has become a necessity and an integral part of many professions, including translation. Therefore, translation students need to be conversant with some technological tools to be able to meet the increasing demand of the translation market in the 21st century. The integration of technology into translator- training programs is explicitly reflected in some previous publications; however, some universities are still in the initial stages regarding this matter.

The current study aims at investigating the state of Computer-Aided Translation tools (CAT) in the translator- training programs of some universities in Saudi Arabia, particularly in the capital city (Riyadh), which are King Saud University (KSU), Princess Nourah University (PNU), and Imam Mohammed Ibin Saud Islamic University (IMSIU). The study adopts a mixed-methods approach to see whether these tools are sufficiently integrated in a way that the students are not only familiar with them, but also utilize them in different translation courses and tasks. Also, it sheds some light on the benefits of integrating these tools into the translator-training programs.

According to the study's results, CAT tools have not yet been integrated effectively into the translator-training programs of the universities understudy, as not all of them provide CAT courses. While the universities that do, lack some elements which can help to promote the integration of these tools into the programs. As for the students' usage, the results reveal that a great percentage of the students do not use CAT tools in other translation courses and more than half of them do not use CAT tools in their translation tasks. The respondents report that more integration of CAT courses into the translation curriculum of their universities will be beneficial for them as translation students and graduates.

**Bio:** **Lama Al-Rumaih** is a post-graduate student MA, specialized translation at Princess Nourah University. She obtained her BA from Princess Nourah University in English Language and Translation (with first class honor). Her research interests are in the area of translation technology and translation studies.

## Fostering Corrective Feedback through Telecollaboration

**Ahmed Al Khateeb**

**King Faisal University, Saudi Arabia**

**Time: 11:45-12:15 (8:45-9:15 GMT)**

**Room: 3**

**Abstract:** Numerous studies have shown a great benefit of intercultural telecollaborative exchanges for more cultural awareness and linguistic empowerment (Kessler, 2009; Lee, 2008; Sauro, 2009; Ware & O'Dowd, 2008). This process entails the provision of corrective feedback by native speakers to non-native speakers. In fact, in the current globalized digital era, seeking peers' corrective feedback from a native speaker has become much easier due to telecollaboration 'or computer-mediated communication'. This presentation will demonstrate the joint project that has lasted for four months between two higher education institutes: form Saudi Arabia and the USA. The participants were university learners of English as a foreign language (EFL) and learners of Arabic as a foreign language (AFL), and were designated into specific learning groups to achieve the principle of language exchange. More than one hundred (written feedback) texts were produced by those participants. As there were four lengthy tasks assigned to the participants, each participant was requested to provide written feedback for each task in the source language, either in English or Arabic, on other pair's writing. The purpose is to initiate a support for more practice of English or Arabic as a foreign language (EFL/AFL) and to get their messages and ideas to be understood by the non-native speakers. In this presentation, I will briefly explain the differences among those texts and on what bases they have been analysed. The ACTFL Intercultural can-do statements have been used as a general theoretical framework for our analysis. The presenter will also explore which of those statements are most/least frequent and what make them unique compared to other telecollaborative-oriented written feedback.

**Bio: Dr. Ahmed A. Al Khateeb** is a PhD holder from the University of Southampton, Graduate School of Humanities, Modern Languages, United Kingdom and a Fulbright visiting scholar at University of Massachusetts Amherst. He works as an assistant professor and Chair of English language Department at King Faisal University, Saudi Arabia. His research interests include Technology-enhanced Language Learning and CALL, Intercultural computation, Psycholinguistics.

## Identity Construction via the Use of Impoliteness: A Critical Discourse Analysis of Trump's Political Incorrectness in the Preliminary Debates (2015-2016)

**Shefa A. Albakheet**

**Imam Mohammad Ibn Saud Islamic University, Saudi Arabia**

**Time: 11:45-12:15 (8:45-9:15 GMT)**

**Room: 4**

**Abstract:** Considering the growing debate over political correctness (PC) this study employed Culpeper's (2011) impoliteness model as well as De Fina et al.'s (2006) framework for identity to examine five politically incorrect encounters involving President Donald Trump during the Republican presidential debates (2015-2016). Following a total of eleven debates (over 20 hours), the study sampled five YouTube videos, each having more than 100,000 views, where Trump was being politically incorrect (impolite) towards a different target in each clip. The targets being Rosie O'Donnell, Rand Paul, Jeb Bush, Marco Rubio, and Ted Cruz. Using critical discourse analysis (CDA) as its primary method, the study, on the micro level, aimed at pinpointing the types of impoliteness Trump used under the claim of political incorrectness according to Culpeper's model (2011) as well as exploring the various identities his use of impoliteness have constructed in the minds of his supporters on the macro level. The study concluded that Trump used both conventionalized and implicational impoliteness as tools to champion himself as an authentic, strong, outsider businessman who is positively different from a typical career politician.

**Bio: Shefa A. Albakheet** is a lecturer at Imam Mohammad Ibn Saud Islamic University. She is currently interested in research in pragmatics, semantics and discourse analysis; primary in relation to the study of impoliteness and identity.

## Language Assessment: Washback Effect on Teaching and Learning at High Schools in Saudi Arabia

**Khatmah Alanazi and Mohamad Alanazy**

**Taif University (Macquarie University) and Imam Mohammad Ibn Saud Islamic University, Saudi Arabia**

**Time: 11:45-12:15 (8:45-9:15 GMT)**

**Room: 5**

**Abstract:** Washback refers to the effect of the standardized tests on teaching and learning and has positive or/ and negative consequences (Alderson & Wall, 1993). Much research has been conducted in different places to investigate the influence of English tests on teaching and teachers, learning and learners and curriculum (e.g., Watanabe, 2004, in Japan; Green, 2007 in UK). However, very limited studies have examined the washback effects from the Arabic language test on teaching and learning (e.g., Shohamy, 2001). Thus, this study explores the washback effects of the national exams known as the General Aptitude Test (GPT) on teaching and learning at high schools in Saudi Arabia. Specifically, it focuses on teachers' and students' attitudes towards the GPT and how it affects their teaching (how teachers teach) and learning (how students learn). To achieve this aim, a mixed method approach consisted of questionnaires distributed to 548 students and 35 teachers and interviews were conducted with 12 students and 12 teachers from 15 high schools in Riyadh city.

The questionnaire data was analyzed using SPSS while the interview data was analyzed qualitatively. The findings reveal that many teachers expressed positive attitudes towards the test as they were aware of the importance of the test for their students' academic future. Students, on the other hand, hold negative attitudes towards the test and perceived it as a barrier to their academic future. The test has a negative effect on both teachers (they did not change their teaching) and students (they study for passing the test only, not mastering the knowledge). The results of the study contribute to the field of language education and assessment and suggest that stockholders: decision makers, teachers and students can use the standardized tests to reform language teaching and learning in the Saudi education system.

**Bio: Khatmah Alanazi** is currently doing her PhD at Macquarie University in Australia. She is an English language instructor teaching at Taif University in Saudi Arabia. Khatmah is a holder of three master's degrees: Master of Teaching English as a Second Language, Master of Applied Linguistics and Master of Research. Her research interests focus on Language Teaching and Learning in higher education, Needs Assessment, English for Specific Purposes and Academic Writing.

Mohamad Alanazy is an associate professor teaching Arabic for non-Arab speakers at Imam Mohammad Ibn Saud Islamic University, Riyadh. His research interests are academic writing, language teaching, and learning and language assessment.

## A Transitivity Analysis of D. H. Lawrence's *The Rocking Horse Winner*

**Wafa Yusuf**

**University of Bahrain, Bahrain**

**Time: 11:45-12:15 (8:45-9:15 GMT)**

**Room: 6**

**Abstract:** Stylistic studies have long been interested in the construction of meaning in literary texts, as stylisticians believe that a thorough analysis of meaning in a text leads to more appreciation of its artistry. The study uses transitivity as a tool of analysis in order to discuss D. H. Lawrence's *The Rocking-Horse Winner*. The study attempts to fill two gaps in the literature: (1) the need for more stylistic transitivity analyses that aim at interpreting rather than describing the text using frameworks that are rigorous, retrievable and replicable; and (2) the lack, in the current literature, of a linguistic approach to D. H. Lawrence's *The Rocking-Horse Winner*. The study uses a framework of analysis based on Halliday's Systemic Functional Grammar, in which process types are identified in the text and then used to arrive at an interpretation of the text based on the linguistic analysis. The study compares the linguistic approach to other existing approaches to the same text, namely, the psychological, the sociological and the biographical approaches. The study concludes that the linguistic approach supports the psychological approach to the text.

**Bio: Wafa M. Yusuf** is an English Language Instructor at the English Language Centre - the University of Bahrain. She holds a BA in English Language and Literature and an MA in English Language Applied Studies from the University of Bahrain. She is a fellow of UK HEA. Prior to joining UOB, Wafa worked as a translator/interpreter for several years at the Council of Representatives of the Kingdom of Bahrain.

## 'Who can make me happy and I do not wish to be happy': A Stylistic Approach to Family Tragedy in Edward Albee's *Who's Afraid of Virginia Woolf*

**Olfa Gandouz**

**The University of Sattam bin Abdelaziz and the University of Monastir, Saudi Arabia and Tunisia**

**Time: 12:15-12:45 (9:15 -9:45 GMT)**

**Room: 1**

**Abstract:** This paper aims at analyzing the American dream of family union in Edward Albee's *Who's Afraid of Virginia Woolf* (1962) using stylistic approach. Stylistics will be examined through examining linguistic games, metaphors, metonymy allegory and neologism. The playwright creates enigmatic linguistic games which are meant to confuse the guests and to highlight the conflictual relationship of the unhappy couple. Deixis will be deployed to understand the temporal and the special disintegration of the couple and to recognize the failure of the American dream of family harmony. Metonymy is another stylistic device which will be deployed to examine the playwright's criticism of moral vacuum. The couple's disillusionment with the reality of failure and the absence of values encouraged the couple to transcend reality and to create a better illusory world. Sterility and the failure of establishing a well-knit family encouraged Martha and George to create an illusory child who is linguistically alive. The linguistic game of the son will also be analyzed to perceive the way Albee dramatizes the tragic downfall of the family. The climactic tragic moment is announced when Mary declares: 'Truth or illusion? You don't know the difference' (Albee 52). The characters will come back to reality by the end of the play when they achieve certain maturity and they grasp that it is possible to transcend tragedy by facing reality. The major aim of this paper is to understand the interdisciplinarity between stylistics and modern American drama.

**Bio:** **Olfa Gandouz** is currently an assistant professor at the College of Sciences and Humanities al Kharej, Saudi Arabia. She is a permanent assistant professor at the University of Monastir, Tunisia. She got her doctoral degree from the Faculty of Arts and Human Sciences of Sousse, Tunisia on the topic of 'Female Oscillation between Idealization and Debasement in Selected Plays of Eugene O'Neill and Tennessee Williams'. She participated in a number of national and international conferences as well as published articles in Canadian, British, European, Algerian and Tunisian journals on different topics (female resistance, irony, interdisciplinarity, Corpus linguistics, transitivity and media.) She was offered a grant by the CEMAT and she was integrated within the Eugene O'Neill and the Arthur Miller's societies in Boston (May 2019). She is also an editor in Canadian, Romanian and Algerian journals. She is actually a member of the Laboratory on Approaches to Discourse at the Faculty of Arts and Humanities Sfax, Tunisia. Her research interests include modern American drama, Irish studies, gender theories, postcolonial studies, multiculturalism and media.

## Improving English Language Learners' Diction Using the Schema Reading Theory through the Reverse Classroom Strategy

**Philip Boateng Ansah**

**University of Mines and Technology, Ghana**

**Time: 12:15-12:45 (9:15 -9:45 GMT)**

**Room: 2**

**Abstract:** Literature has been found to provide readers with academic, intellectual, cultural and linguistic knowledge. Yet, English Language Learners (ELLs) have a challenge excelling in the subject because of their inability to decipher meta language and question texts beyond their surface meaning. Although many educators believe the Interactive Schema Theory (IST) could improve Literature among ELLs due to its ability to foster reading and comprehension; finding an implementable pedagogy suitable for the limited instructional time and large class sizes, and that would be attractive to our current students who belong to the 'digital generation' has been difficult. This challenge has brought the Classroom Reverse Strategy popularly referred to as Flipped Classroom Instructional Strategy (FCIS) into focus. Although the FCIS has the ability to create independent learners and promote in-depth class interaction, research on its impact on the IST is yet to be explored. This research, therefore, focuses on how the FCIS supports the effective implementation of the IST. The study uses the mixed method approach of qualitative and quantitative approaches in four different senior high schools in Ghana, with some 400 students and 8 educators. The outcome of this research fills the gap that exists in this area of teaching and research and provide educators with the much sought-after instructional approach that improves the Language performance of ELLs.

**Bio: Philip Boateng Ansah** is a Lecturer at the Technical Communication Department of University of Mines and Technology (UMaT), Tarkwa, Ghana. He holds M. Phil and B.Ed. Degrees in English Language and has attended several seminars and conferences. His research interests include English Language Studies and Literature, Second Language Acquisition, and Sociolinguistics.

## **Incorporation of Kahoot into EFL Writing Classroom: A Game-based Approach**

**Norah Almusharraf**

**Prince Sultan University, Saudi Arabia**

***Time: 12:15-12:45 (9:15 -9:45 GMT)***

***Room: 3***

**Abstract:** Literacy writing is considered complex and problematic for learners of English as a Foreign Language (EFL). To raise students' motivation in understanding writing structure, terminologies and knowledge-related, the study is designed to investigate the effects of integrating questioning strategies with Interactive Response System (IRS), Kahoot, into English Writing courses among college students in Saudi Arabia. This research is based on the premise of experiential learning theory, which emphasizes learning from prior experience (Kolb, 1974). A total of 75 college female students served as subjects of the study. The students' perceptions toward developing their English writing knowledge and increasing their engagement level using Kahoot in the class were collected as a set of survey. Quantitative data will be analyzed using SPSS. Possible Findings of this paper will demonstrate that students will have positive attitudes toward using the IRS, and their overall approval of Kahoot. This game-based approach will help in designing a motivational approach to be implemented for EFLs to develop the students' learning motivation in the end.

**Bio: Norah Almusharraf** received her Ph.D. degree in Foreign and Second language Education from University at Buffalo. Her professional and research interests focus on English as a foreign language (EFL) learning pedagogics, inquiry-based teaching and learning, project-based learning and content-based instruction, cultural magnitudes of foreign/second language teaching and learning classroom, multimodal assessment and teaching strategies, technology implantation in the EFL English classrooms, teacher professional development using class critique and through professional learning community (PLC), qualitative research methods: dialogic classroom discourse & comparative case studies, and computing implementations in statistical research.



## Saudi Dialect: A Potential Koiné Dialect

**Najla Alghamdi**

**Taif University, Saudi Arabia**

**Time: 12:15-12:45 (9:15 -9:45 GMT)**

**Room: 4**

**Abstract:** In each Arab country, people speak a number of dialects. These varieties appeared as a result of different factors such as regional separation, religious classification, educational and social stratification and so on and so forth. However, people in some Arab countries tend to use one common dialect which is usually spoken in the capital city. For instance, in Egypt people tend to use the Cairene variety; In Lebanon, they tend to use the variety spoken in Beirut and similarly in Syria. This common variety is called standard dialect. In this paper I will examine the Linguistic situation in Saudi Arabia.

In Saudi Arabia, six or seven years ago, the idea of standard dialect was non-existing and in some cases was rejected. Yet, Alghamdi (2014) predicts the emergence of standard Saudi dialect, the results of her work show that there is a common dialect among Saudis which they call al-laHjah al-Bēḏā (the white dialect) in reference to a dialect with no salient features. This standard dialect is a mixture of Saudi varieties with a stronger influence of two main dialects, Najdi and Hijazi. Linguistically, this phenomenon is called Koineization, Siegel (1985). Nowadays, I notice that there are more blatant indications of the emergence of the predicted Saudi standard dialect, which obviously appear in television advertisements and billboards (where the data were collected). However, the features of this dialect are not fully determined, and its usage is a bit blurred. In this paper, the researcher will shed the light on the indications mentioned above and will also attempt to give a clearer vision of al-laHjah al-Bēḏā.

### **Bio: Najla Alghamdi**

- MA in Applied linguistics (2004), Griffith University, Australia
- Lecturer at Taif University (2006)
- PhD in Sociolinguistics (2014), University of Essex, UK
- Assistant Professor at Taif University (2014)
- Has a secondment at Technical College for Girls at Makkah (2018 until now)
- A permanent member in a linguistic research group at University of Essex, UK.
- A permanent paper reviewer in (Forum for Arabic Linguistics), UK

## Long-term Effects of Age of Instruction on L2 acquisition of Reflexive Binding

**Kholoud Binsiddiq**

Independent researcher, Saudi Arabia

**Time: 12:15-12:45 (9:15 -9:45 GMT)**

**Room: 5**

**Abstract:** Previous research in age-studies show that age at the onset of instruction is not a predictor of success in L2 learning (e.g., Muñoz, 2006a, 2006b, 2011, 2014; Al-Thubaiti, 2010, 2014). This study aims to investigate the long-term effects of starting age of instruction in the context of Saudi Arabia. The present study investigated whether younger L2 instructed learners perform better than their older counterparts at tasks that test a UG-related linguistic property. A sample of 24 Arabic-speaking L2 learners at the college level in Saudi Arabia was tested on English reflexive binding. They completed a Truth Value Judgment Task (TVJT) in a story format (based on White et al., 1997). The TVJT tested six conditions of reflexive binding: mono-clausal subject antecedents, mono-clausal object antecedents, finite bi-clausal local antecedents, finite bi-clausal long-distance antecedents, non-finite bi-clausal local antecedents, non-finite bi-clausal long-distance antecedents. Participants were divided into groups according to the year they began their L2 instruction – grade 4, 6, or 7. The results showed no significant differences in performance between the three groups of learners (among grade 4, 6 and 7 L2 starters). White et al. (1997) reached similar findings on these conditions. Hence, the findings are in line with studies such as Muñoz (2006a, 2006b, 2011, 2014) and Al-Thubaiti (2010, 2014) which indicated that age at the onset of instruction is not a predictor of success in L2 learning.

**Bio:** Kholoud Binsiddiq holds a master's degree in Linguistics from Umm Al-Qura University. Her work experience is teaching English as second language (ESL) 2014-2019 at college level. Her research interests include second language acquisition with special focus on the age factor, MOOC learning, and the role of technology in language learning.

## **Ideology and Discourse: Discourse Analysis about the Migration Topic on Spanish Newspapers**

**Hanae Trola Skalli**

**Universidad de Cádiz, Spain**

**Time: 15:30-16:00 (12:30 -13:00 GMT)**

**Room: 1**

**Abstract:** In this investigation we analyze the journalistic discourse about migration, published by the digital newspapers El Faro de Ceuta and Ceuta Actualidad, both of them localized on one of the border points of Spain: Ceuta. Basing my theoretical framework on the discipline of Discourse Analysis, we use the method of Professor Antonio Rodríguez de las Heras: “La Topología del Discurso” or “The Discourse Topology”. First of all, we proceed to create a corpus with the articles, referring to the Ceuta fence jumps produced on July 26 and August 22 of 2018, by the Scraping techniques. After creating our corpus, we use the tools of corpus linguistics; specifically, the AntConc program, which helps us determine the frequency of the key terms. This work will serve to apply the “Topology of Discourse” to each of the selected texts. When we use this methodology, we have to understand the ideology as a conceptual organization of ideas. In this case, we will focus on the discursive dimension of the ideology, where discourse is a one-dimensional manifestation of said ideology through natural language. On this basis, any transmitted thought is articulated around a number of related concepts. This fact permits us convert the one-dimensionality of written journalistic discourse into the multidimensionality of an ideological structure. Following the composition rules of this methodology, we will reflect about the coalition and antagonism relations existing between the concepts of the journalistic discourse. With this work, we will be able to see how this type of migration is approached by the two digital newspapers, reflecting some bases of the ideological guideline of the media about this migratory phenomenon.

**Bio:** **Hanae Trola Skalli** graduated with Hispanic Philology from the AbdelmalekEssadi University. She has completed a master’s degree in “Spanish Culture and Communication”. The final project was “The Rupture of political bipartisanship in Spain”. The following year, she started the PhD research “Analysis of Political Discourse: Comparison between Spanish and French discourse”.

## Applicant's Self-presentation During the Faculty Hiring Interview

**Imane Tiaiba**

**Setif 2 University, Algeria**

**Time: 15:30-16:00 (12:30 -13:00 GMT)**

**Room: 2**

**Abstract:** One of the most popular techniques used in selecting and hiring teachers at university is the employment interview. Over the last years, the employment interview has received special attention and has been investigated from different angles by researchers in different settings. This research focuses on the employment interview as an institutional discourse namely for novice EFL (English as a foreign language) postgraduates who may have similar profiles in terms of experience and qualifications where the final hiring decision depends on their performance during the interview. Job applicant or interviewee self-presentation is usually the first and the foremost step in managing a positive impression. Because verbal interaction is central during faculty hiring interviews, a micro-level discourse analysis of extracts from authentic recorded interviews is conducted to describe applicants' linguistic choices while presenting themselves in order to get positive feedback from their interviewers. A qualitative approach is employed to analyse data based on a conceptual framework drawing on the SFL model (Halliday 1994); the Impression Management theory (Steven & Kristof, 1995) and communication skills in terms of fluency and accuracy, informativeness and specificity. The corpus of the study consists of 20 authentic recorded faculty-hiring interviews conducted at two Algerian universities to recruit assistant lecturers in the department of the English Language and Literature. Results revealed areas where language strategies could be enhanced and introduced to ESP courses at universities to raise students' awareness of successful and unsuccessful communication strategies during faculty hiring interviews.

**Bio: Imane Tiaiba,** an assistant lecturer in the Department of the English Language and Literature since 2014 at Setif 2 University, Algeria. She taught English in secondary school (2006-2014). She had a master's degree in ESP: Business English in 2014. Currently, she is leading a Ph.D. project in Algiers 2 university.

## Students' Perceptions about Blended vs. Virtual ESP Classrooms

**Zainab Gaffas**

**Umm Al-Qura University, Saudi Arabia**

**Time: 15:30-16:00 (12:30 -13:00 GMT)**

**Room: 3**

**Abstract :** Research on students' perceptions about the use of e-learning in the second language learning (Johnson, 2014) in general, and English for specific purposes in particular (Bloch, 1999; Arno'-macia, 2012) has shown positive perceptions about its benefits in students' language education. However, the studies on students' experiences and preferences in e-learning in ESP classroom appear to have a smaller overall share of attention (Paechter & Maier, 2010). This study attempts to fill this gap. It compared between students' views of their learning experiences in virtual and blended ESP classes. To explore students' experiences that contribute positively to course satisfaction and for which purposes students prefer online component and for which purpose they prefer face-to-face components, data were collected through a survey (adopted from Paechter & Maier, 2010) from 42 EFL Saudi students who enrolled in an ESP purely online classes and 40 of them studied the same ESP course but delivered through blended teaching approach. For further investigation of factors influencing their perceptions of the value of both learning modes in delivering an ESP course, data were gathered through semi-interviews with the students from both classes. Results will increase our knowledge about the most appropriate structure of blended and virtual learning in terms of students' perceptions.

**Bio: Zainab Gaffas** (PhD, The University of Sheffield) is an Assistant Professor of Applied Linguistics and ELT in the English Language Centre at Umm Al-Qura University. She has been awarded the Top Writer Prize in 2010 from the International Academy at the University of Essex. Her research interests include ESP and EAP, CALL, academic writing, and genre analysis.

## The Enregisterment of the “Badawi” Dialect in Harūb, Saudi Arabia

**Julie Lowry**

**Independent researcher, Saudi Arabia**

**Time: 15:30-16:00 (12:30 -13:00 GMT)**

**Room: 4**

**Abstract:** The people living in the mountains of Jazan, Saudi Arabia, often refer to themselves as “Badu” and name their way of speaking “Badawi”. However, their characterization of the social category “Badu” is different from the traditional description of “Badu” as people living a nomadic lifestyle in the desert. This paper is an ethnographic study that explores the meaning of “Badu” in Harūb, a mountain town in Jazan, and demonstrates how ways of speaking have become iconic of their identity. Taking a constructivist approach to identity and approaching dialects as ideological constructs, this paper explores the enregisterment of the “Badawi” dialect. Using Johnstone’s (2017) five critical components of the process of enregisterment, this paper describes how certain linguistic features have become enregistered with “Badu” identity, by people living in the mountains of Jazan, in terms of language ideologies of linguistic differentiation (Irvine and Gal 2000), because of social and historical processes of isolation, modernization and marginalization (Johnstone 2017).

Language variation and change is a product of social, political, and historical factors. In the case of “Badawi” in Jazan, the social and historical forces that often cause dialect leveling have had the opposite effect and has resulted in dialect enregisterment. People draw boundaries and name languages or dialects for a number of reasons. This paper suggests that the need for solidarity led people in Harūb to draw boundaries and name their way of speaking “Badawi”.

**Bio:** **Julie Lowry** recently earned her PhD in Sociolinguistics from the University of Essex. Her research interests include linguistic ethnography, language and identity, Arabic sociolinguistics, and discourse analysis. She taught ESL for 11 years in Saudi universities before moving to the Jazan highlands where she conducted ethnographic research for her PhD.

## Learning a Second Language: A Vehicle to Another Self

Muneerah Al Shuhail

University of York and King Faisal University, UK and Saudi Arabia

**Time:** 15:30-16:00 (12:30 -13:00 GMT)

**Room:** 5

**Abstract:** Learning a new language has implications on the learner's sense of self, i.e., identity and on his/her social and cultural views (Duff, 2013; Norton & Toohey, 2011). This is based on the idea that this process involves a learner being put in different positions and going through new experiences which may result in changes on the personal level (Norton & Mckinney, 2011). In addition, language learning cannot be separated from the target language's culture and values which might lead the learner to re-evaluate his/her own social and cultural views (Duff, 2011). Although research on the relationship between language learning and identity has gained attention in recent years, most studies focus on how learner identity affects the learning process and its outcomes. However, not much attention has been paid to how language learning may lead to changes in how a person views themselves and their society. In this sociolinguistic study, the goal is to investigate whether learning English as a foreign language (EFL) affects how Saudi female learners (n=6) view themselves, society and culture. The study uses second language socialization as a theoretical framework because of its comprehensive approach that acknowledges the dynamic nature of identity (Duff, 2011, 2013). A longitudinal multiple case study design is used in this investigation. Data from interviews and monthly diaries indicated that participants associated learning EFL with being more knowledgeable, confident, and understanding. As they learned English language and learned through English, they were able to establish an identity for themselves as successful, respectful and respected individuals. These changes appear to be linked to the participants' agency in learning English which is triggered by their investment in it due to globalization and personal aspirations. These findings signal that socialization takes place in foreign language settings and has implications for the identity of the learner

**Bio:** Muneerah Al Shuhail is a third-year PhD student at the University of York. She got her bachelor's degree from King Faisal University and her master's degree from the University of Newcastle. She is a lecturer in the English language department at King Faisal University. She is interested in second language acquisition specifically issues of Sociolinguistic nature.

## The Discursive Construction of the Ethiopian Renaissance Dam in Egyptian Newspapers: A Corpus-assisted Discourse Analysis

**Wesam Mohamed Abdel Khalek Ibrahim,  
Hessah Abaalalaa, and Andrew Hardie**

**Princess Nourah bint Abdulrahman University and Lancaster University,  
Saudi Arabia and UK**

**Time: 16:00-16:30 (13:00 - 13:30 GMT)**

**Room: 1**

**Abstract:** Use of Nile River water resources is a longstanding point of contention between Egypt and Ethiopia. Taking advantage of internal upheaval in Egypt following the 25th January Revolution, the government of Ethiopia began construction of the Renaissance Dam in 2011. From the Egyptian perspective, the timing and the ambition of this project are considered evidence of Ethiopian disregard of the impact of the Dam on the downstream states. The Egyptian media thus tends to frame the Ethiopian project as an anti-Egypt conspiracy; and to depict opposition to the Dam's construction as a matter of life and death for Egyptians. This paper explores the discursive construction of the Ethiopian Renaissance Dam in Egyptian newspapers, using a corpus-assisted discourse analysis approach. For this purpose, a corpus of relevant articles from the Egyptian press was collected using Nexis UK online database. This corpus was analysed in order to answer the following research questions:

- (1) In what ways is the 'سد النهضة' (Renaissance Dam) discursively constructed by the Egyptian press?
- (2) What topics, other than the Dam itself, emerge as prominent within the corpus of articles that refer to the 'سد النهضة', and how are they framed ideologically?

The approach taken to these questions is as follows. First, a statistical collocation analysis of the node word 'سد النهضة' is used to identify important associations made in the data to mentions of the Dam. Detailed examination of concordances of these associative links allows characterization of the overall ideological profile that the collocations construct. This integration of qualitative discourse analysis with the corpus linguistic methods of collocation, concordance analysis and semantic prosody facilitates the identification of the linguistic patterns featuring the discursive construction of the Ethiopian Renaissance Dam in a large amount of data, allowing well-founded answers to the questions posed above to be formulated.



**Bio:**

**Dr Wesam Ibrahim** is an Associate Professor of Linguistics (Faculty of Community, Princess Nourah bint Abdulrahman University and Faculty of Education, Tanta University, Egypt). She has a Bachelor of Education (1996), a Bachelor of Arts (1998), an MA in Linguistics (2003), and a PhD in Linguistics (Lancaster University, UK, 2010). She is a Senior Fellow of the British Higher Education Academy and a Visiting Research Academic at CASS (Corpus Approaches to the Social Sciences) Centre at Lancaster University, UK. She is also the Ambassador of the International Poetics and Linguistics Association (PALA) in Egypt. Her research interests include: Corpus Linguistics, Arabic Corpora, Stylistics, CDA, Metaphor Studies, Gender Studies, and Multimodality.

**Dr. Hessah Aba-alalaa** is an assistant professor of linguistics, obtained her PhD from School of Oriental and African Studies (SOAS). From 2016 until 2018 she was the head of Applied Linguistics Department in the college of languages at Princess Nourah bint Abdulrahman University (PNU). Since 2018 until present, she is the dean of English language Institute in PNU. Her research interests include Discourse Analysis; Politeness; Corpus Linguistics; interlanguage pragmatics and TESOL. She is co-author, with Amira Tarish and other scholars, of the book *Reading for University* (2019).

**Andrew Hardie** is Reader in Linguistics at Lancaster University. His main research interests are the methodology of corpus linguistics; the descriptive and theoretical study of grammar using corpus data; the languages of Asia; and applications of corpus methods in the humanities and social sciences. He is one of the lead developers of the Corpus Workbench software for indexing and analysing corpus data, and the creator of its online interface, CQPweb. He is co-author, with Tony McEnery, of the book *Corpus Linguistics: Method, Theory and Practice* (2012).

## An Egyptian Model of Community Language Learning (CLL)

**Hossameldin Attiah**

**American University in Cairo, Egypt**

**Time: 16:00-16:30 (13:00 -13:30 GMT)**

**Room: 2**

**Abstract:** Community language learning programs are quite common in the context of North American schooling system where it is compulsory for most pre-university students and university undergraduates to apply what they learnt by serving communities around them. This has become an integral part of civic engagement and the democratization of education. In USA where thousands of immigrants are admitted annually, there is a huge need for both governmental and non-governmental entities to play a role in helping the newly arriving immigrants integrate healthily into their new homeland; hence, teaching English basic literacy skills to immigrant families has become a typical practice among school and university students to pay back their communities and also gain practical experience prior graduation. Like many other markets in the region, the Egyptian employment market prizes knowledge of English as a high employability asset. Many Egyptians desire to join the workforce to gain positions with multinationals and other prestigious businesses by improving their English language skills. Nevertheless, the challenge is with the expense to pay for these language preparation programs. At AUC, an attempt is made to fill the language training gap through the Literacy Program (a community language learning program) which uses the university's second strategic pillar to encourage students to give back to the community and public participants who wish to improve their language skills. The paper will introduce the arrangements made to enable AUC undergraduates to provide language training to the Egyptian community under a teaching methodology, credit bearing course. The language training program has become extremely popular that hundreds of public university students look forward to joining to improve their language competency under the supervision of undergraduate students. Community-based learning provides many opportunities for reciprocity.

**Bio: Hossam Attiah** is the director of the Academic Community Engagement (ACE) Program at AUC. He is also a Rhetoric and Composition full-time faculty who employs community-based learning in most of his courses. Attiah has an extensive background in educational consultancy and training. Prior to his employment at AUC, he worked with a number of Egyptian private-sector and multinational corporates, assisting the groups with their educational and training needs. He is currently working on the promotion of Community-based Courses at AUC and building strong partnerships with NGOs to assist faculty in implementing the methodology.

## Plurilingual Practice in Saudi EFL Classrooms

**Ali Alsaawi**

**Majmaah University, Saudi Arabia**

**Time: 16:00-16:30 (13:00 -13:30 GMT)**

**Room: 3**

**Abstract:** The idea of teaching a target language via a monolingual medium of instruction in the classroom has long predominated in the pedagogical context. In Saudi Arabia, excluding the students' mother tongue (Arabic) in the classroom has been seen as a tool accelerating the acquisition of a target language (English). This has been and still is seen as the most practical and effective method, especially in the Gulf region where English is considered a foreign language employed in the fields of economics and business. Indeed, the recent academic argument that exploiting the students' linguistic repertoire, including their mother tongue, in the target language classroom boosts and fosters the students' learning cycle is still encountering huge disagreement, especially among second/foreign language teachers. To explore this dispute from the perspective of English language teachers in intermediate and secondary schools, a case study was conducted with 34 teachers in the Qassim region, Saudi Arabia through questionnaires, and focus group interviews. The study found that most teachers believe that the policy of using the target language (English) only is the most effective method for language learning. A few teachers stated that the students' mother tongue (Arabic) was used on an ad hoc basis to overcome linguistic difficulties or ensure complete comprehension. Teachers who allowed the students' mother tongue to be used in the classroom indicated that it was kept to the minimum. In addition, the study revealed that teachers' understanding of plurilingualism was unclear and limited to the verbal use of two languages. It also indicated that the phenomenon of plurilingualism in Saudi Arabia is relatively new and that English language teachers need more clarification on its application in the classroom.

**Bio: Dr. Ali Alsaawi** is an Assistant Professor at Majmaah University in Saudi Arabia in the field of Applied Linguistics. He has published a number of scientific papers and participated in many local and global conferences. His research interests include sociolinguistics, bilingualism and discourse analysis.

**A Sociolinguistic Study of the Dawāsir Dialect in Dammam, Eastern Arabia:  
Fortition of /j/ and Unrounding of /a:/**

**Hind Alaodini**

**University of Tabuk, Saudi Arabia**

**Time: 16:00-16:30 (13:00 -13:30 GMT)**

**Room: 4**

**Abstract:** This paper investigates two sociolinguistic variables in the dialect of the Dawāsir who reside in Dammam in Kingdom of Saudi Arabia. Those Dawāsir immigrated from their homeland Wādi ad-Dawāsir in Najd to Bahrain and later returned to KSA, specifically Dammam. Dammam is a coastal city located in the Eastern part of KSA. Sociolinguistic interviews were carried out to obtain data from 39 speakers from the Dawāsir who were born, and still live in Dammam.

The paper investigates two variables: (dʒ) (the variation between [dʒ] and [j]); and the rounding and unrounding of the long vowel (ɑ:) word-medially. The correlation between internal factors and three social factors, namely age, gender and social networks is examined. The present paper provides a quantitative analysis within the framework of the variationist theory, by using the multiple regression software Rbrul.

The data analysis shows that the occurrence of the traditional variants [j] and [ɒ:] is much lower in comparison to the innovative variants: 76% for [dʒ] and 97% for [ɑ:]. Overall, the use of [j] and [ɒ:] word-medially is receding, seemingly indicating a change in progress away from the traditional, local variants. The local dialect is undergoing levelling of the marked features toward the koinised or the supra-local linguistic features in KSA.

In regard to the social predictors, the results show that speakers who maintain loose social networks, predominantly men across the different age-groups (old, middle-aged, young) and young females, are leading the change in using the common features in KSA. On the other hand, speakers with tight social networks, mainly old women, are more conservative in retaining the traditional local linguistic features.

Regarding the internal factors, preceding environment is a strong predictor of variation. Contrary to the literature, the innovative variant [dʒ] prefers high vowels, and [ɑ:] prefers dorsal and coronal consonants.

**Bio: Hind Alaodini** is a PhD graduate from the University of Essex. Her main focus is on dialect variation and change.

## Second Language Acquisition and Acculturation in the Hosting Society: The Impact of Motivational Orientation

**Safaa Abdelhalim and Hajar Alqubayshi**

**Imam Mohammed Ibn Saud Islamic University, Saudi Arabia**

**Time: 16:00-16:30 (13:00 -13:30 GMT)**

**Room: 5**

**Abstract:** This study investigates the correlation between motives for learning Arabic as a second language, learners' sociodemographic data, perceived acculturation stress, as well as self-rating of Arabic proficiency level, and acculturation strategy choice in the hosting society. The study targeted a sample of 50 female English-speaking adults learning Arabic as a second language in Saudi Arabia. Data were collected with the use of three scales: motivational orientation for learning Arabic, acculturation within the Saudi society scale, and acculturative stress scale. Also, a semi-structured interview was used to gain a deep understanding of the acculturation process as experienced by the research sample. Data analysis revealed that, first, participants' integrative orientation to learning Arabic was higher than instrumental motivation; second, participants were more adjusted to their native culture; third, integrative motivation had a positive and significant correlation with participants' age and Arabic language self-rating proficiency level. Regression analysis revealed that there is no independent variable that has a statistically significant effect on the explanation of variance in the dependent variable (acculturation); also, length of residence turned out to be the only significant predictor of Arabic language proficiency level. The results of the interview questions showed parallelism with the quantitative results of the study.

**Bio: Safaa Abdelhalim**, Ph.D. Professor of applied linguistics/ TESOL, Faculty of Education, Helwan University, Cairo, Egypt (February 2000 – present). Currently, she is working in College of Languages and Translation, Imam Mohammed Ibn Saud Islamic University. Author of 12 research articles and two books in the field of applied linguistics. Her research interests focus on English Language teaching, reflective teaching, autonomous learning strategies, Second language Acquisition and assessment, socio-linguistic issues, intercultural and cross-cultural communication, and teacher professional development.

**Hajar Alqubayshi**, lecturer at Arabic Teaching Institute, Al-Imam Muhammad Bin Saud Islamic University (2015- present). She holds a master's degree in Applied Linguistics from Al-Imam Muhammad Bin Saud Islamic University, Riyadh, Saudi Arabia. Her master's thesis is in Computational Linguistics specifically, and its title is "Building an Algorithm for Arabic Morphological Disambiguation of the Plural of Paucity".

## A Cross-linguistic Study on Politeness in Arabic, Russian and English

**Reema Albilehi**

**King Saud bin Abdulaziz University for Health Sciences, Saudi Arabia**

**Time: 16:00-16:30 (13:00 -13:30 GMT)**

**Room: 6**

**Abstract:** This presentation is aimed at exploring similarities and differences between Arabic, Russian and English with regard to how scholars ameliorate evaluation when criticizing each other's work. More specifically, it aims at comparing how politeness strategies are enacted across three writing groups and deciding whether these strategies are reflective of any cultural values pertinent to each group.

The analytical framework for analyzing politeness is inspired by two models, namely Brown & Levinson's Face-saving model and Goffman's theory of face. Meanwhile, theories of cultural comparisons were employed to explain the more frequent use of mitigating techniques within each corpus.

A corpus of 116 scholarly book reviews was analyzed both quantitatively and qualitatively. First, the evaluative acts were identified and quantified. Then, within each evaluative act, the politeness strategies were identified and further quantified. The raw numbers show that the Russian corpus is the most evaluative, with a total of 723 instances of evaluative acts, followed by the English and Arabic containing 693 and 521 instances of evaluation, respectively. Within these evaluative acts, a total of 389 politeness strategies was detected in the English corpus, followed by the Russian and Arabic with a total of 321 and 147 politeness strategies respectively. The analysis of politeness strategies, however, shows that while some tendencies could be attributed to cultural way of communicating, others could be attributed to other factors, i.e. conceptualization of genre and the size of the discourse community.

**Bio: Reema Albilehi** is an Assistant Professor at King Saud ibn Abdulaziz University for Health Sciences. She holds a PhD in applied linguistics from King's College London. Her Research interests include foreign language teaching, cross-cultural pragmatics, politeness, and discourse analysis.

## **The Use of Interactional Metadiscourse in the Academic Advertisements of Arab Universities**

**Aisha Alsubhi**

**Umm Al-Qura University, Saudi Arabia**

**Time: 16:30-17:00 (13:30 -14:00 GMT)**

**Room: 1**

**Abstract:** More and more universities are spending huge sums on digital marketing to attract prospective students to fill their courses. Universities nowadays are relying heavily on digital marketing and social media platforms to recruit more students and generate interests in their schools. Based on Hyland (2005b) model of interactional meta-discourse, this study examines the means interaction is achieved in academic advertisements and investigates the use of stance and engagement markers in this genre. A corpus of 80 academic advertisements totaling about 2118 words from thirty-eight universities and colleges in ten Arab countries was compiled and analyzed. The corpus was searched manually for all the sub-categories of stance and engagement markers and all cases reported were examined in context to ensure they functioned as interactional markers. The results of the analysis showed that engagement markers (reader-oriented) enjoyed higher frequency of occurrence than stance markers (writer-oriented) in most academic advertisements. Moreover, the difference between the frequency of stance and engagement markers was statistically significant. Engagement markers were about two times more common than stance features and directives were by far the most frequent feature of reader perspective in the corpus. The extensive use of engagement markers particularly directives and reader pronouns are a strong indicator of a high degree of interactionality, personalization and reader consideration in these academic advertisements. Through the use of these engagement features, universities position themselves and their students in the world of academia and in the context of interaction where they can successfully focus the students' attention, acknowledge their presence, target their concerns, and guide them to mutual goals.

**Bio:** **Aisha Alsubhi** is a PhD holder in applied linguistics from University College Cork, Ireland (2017). She works as an assistant professor of applied linguistics in the English Department - College of Social Sciences at Umm Al-Qura University in Makkah, Kingdom of Saudi Arabia. She has received her master's degree in Applied Linguistics from Umm Al-Qura University (2009) with first class honor. She has also received another master's degree in Applied Linguistics from University College Cork with first class honor (2013). Her research interests lie in the areas of language and gender, discourse analysis, media research, Meta-discourse, translation, and cross-cultural studies. She is a wife and a mother of four.

## Trans-linguaging: A New Approach to Mother Tongue Education in Africa

**Taofeeq Adebayo**

**Tulane University, USA**

**Time: 16:30-17:00 13:30 - 14:00 GMT)**

**Room: 2**

**Abstract:** This paper provides a description of the ‘Science in Yoruba’ project that was conducted in Ibadan, Nigeria between December 2017 and March 2019. I collaborated with four graduate students from University of Ibadan who specialize in Yoruba, Chemistry, Physics and Microbiology. We translated a ‘Basic Science’ textbook into Yoruba and went ahead to teach it to JSS1 (first year) students in three public junior secondary schools in Ibadan.

The project was informed by the framework of Mother Tongue Education (MTE) (see Akinnanso 1993) which assumes that students understand conceptual ideas better when they are taught in their mother tongue than when they are taught in a second language.

We employed a Trans-linguaging pedagogy (García 2009; García and Wei 2014 & 2018; etc.) where both Yoruba and English played an important role. We only taught to students in Yoruba what they have been taught in English. We avoided giving the students written notes in Yoruba. We motivated this form of Trans-linguaging pedagogy on two grounds: (i) the students were going to write their third-year state-wide examinations only in English, and so teaching them exclusively in Yoruba or giving them Yoruba notes may be confusing; our purpose then was to ensure that students can think critically about what they learnt in English by discussing it with them in Yoruba; (ii) this methodology was already being successfully, though informally, used by teachers.

A statistical analysis of the students’ results to determine the effect of our project on their examination performance is still ongoing, but the interviews I had with the teachers at the end of our project indicated that the students’ interest in science, confidence, and class participation increased during our project. We also found that teaching the students in Yoruba helped them distinguish between science and folk science.

**Bio: Taofeeq Adebayo** is a PhD Candidate in Linguistics at Tulane University, New Orleans. His research is in the area of variation and change, Syntax and Semantics. Taofeeq holds a BA in English from Obafemi Awolowo University and was a Fulbright fellow at New York University.



## Translating Poetic Wisdom from Arabic into English: A Stylistic Linguistic Analysis

**Yasamiyan Saleh Alolaywi**

**Qassim University, Saudi Arabia**

**Time: 16:30-17:00 13:30 -14:00 GMT)**

**Room: 3**

**Abstract:** Societies are in constant need of wisdom across all ages and time. The insights of life's experiences from such wisdom are compiled into brief, concise lines to ease their transmission from one generation to another. However, in the literature, there is little research that addresses specific poetic genres. Therefore, this study aims to analyze a collection of the researcher's translated works on wisdom as a genre of Arabic poetry. The analysis is mainly confined to two linguistic aspects: lexicon and phonology. The lexical analysis deals with equivalence and gender as two problems pertaining to classical Arabic words. On the other hand, the phonological analysis focuses on studying the various sound effects employed in the translation—such as alliteration, rhyme, and assonance. During translation, the translator adopts Hervey and Higgins's framework of translation strategies (2002). It has been found that there are certain words in Arabic that have no one-to-one equivalents in English (e.g., *يرعك*, *صافيته*, *غلابا*). Such words need to be resolved in the source language before being rendered in the target language. Gender constitutes another difficulty—as, unlike Arabic, English is not a gender-neutral language, particularly with regard to a singular pronoun reference. The researcher practically explains how to deal with this phenomenon on the basis of past and modern orientations. In addition, the analysis elucidates the figurative language employed in the translation. Finally, the researcher briefly discusses the common question of the translatability of poetry—supporting the claim that the translation of verses is achievable, provided the distinctiveness of both tongues are acknowledged. In conclusion, the researcher suggests it should be remembered that the translator's primary goal is to convey meaning. Accordingly, translators ought to liberate themselves from a literal rendition and endorse a communicative approach to translation, particularly when dealing with texts that address minds and thoughts.

**Bio:** **Yasamiyan Saleh Alolaywi** is a lecturer at Qassim University, Department of English Language and Translation. She has a PhD in Applied Linguistics from College of Languages and Translation at Imam University. She taught a number of translation and linguistics courses to B.A. students including Applied Linguistics, Simultaneous Translation and Translation Theories.

## Multimodality in the Realm of Linguistics: Paving the Pathways to Employment

**Hala Dalbani**

Prince Sultan University, Saudi Arabia

**Time: 16:30-17:00 (13:30 - 14:00 GMT)**

**Room: 4**

**Abstract:** Multimodal texts allow learners to present within a classroom setting their cultural contexts, which may involve identifying social realities and improving critical capacities (Goss, Castek & Manderino, 2016). Evidence from research on the use of multimodal literacy revealed that when students learn a language through video composing, information processing seem to last longer in their memory (Choi & Yi, 2016). The use of multiple modes also facilitates learners' understanding of content as well as help them express what they have learned more powerfully alongside enhancing their sense of accomplishment and self-esteem (Choi & Yi, 2016). Using a multimodal composing approach like 'digital storytelling' gives students a sense of ownership and freedom especially when they are given the opportunity to choose from a multitude of digital modes (Smith, 2017). Researchers like Jiang (2017), Pyo, (2016), Tulley and Blair (2009), Wang (2013), and Wolfe (2010) confirmed that digital multimodal methods benefit learners academically, socially, and culturally. This study explored the impact of using 'digital storytelling' in the teaching of linguistics at a private university in KSA. The multimedia project required individual students to produce a digital narrative of their own linguistic profile. Findings suggest that in spite of all the challenges that students faced learning how to produce the multimodal narratives, the project helped them develop the generic skills that are in much demand in today's job market. Data analysis of a sample of digital stories and feedback from students suggest that the experience helped learners engage in meaningful dynamic authentic content, gain knowledge of L1 and/or L2 culture and linguistic features, develop their digital literacies, enhance their research skills, strengthen their team spirit and sense of diversity and above all helped them deliver a project that heightened their feeling of accomplishment and self-esteem.

**Bio:** Hala Dalbani is Associate professor of Applied Linguistics with extensive experience in conventional and virtual teaching, mentoring, higher education quality assurance processes, as well as the design, implementation and evaluation of higher education programmes.

## Exploring L2 Motivation of Arabic Learners in United Arab Emirates: A Complexity Theory Application

**Juwaeriah Siddiqui**

**Carleton University, Canada**

**Time: 16:30-17:00 (13:30 -14:00 GMT)**

**Room: 5**

**Abstract:** The objective of this research is to investigate motivation and demotivation and their impact on learning Arabic among non-native learners in the United Arab Emirates (UAE). This investigation will trace the motivational dynamics of these L2 learners by considering the learning experience and applying complexity theory to further understand it.

The Arabic language is taught as a mandatory second language (L2) to non-native Arabic speakers in primary and secondary schools in the United Arab Emirates. Despite learning Arabic for several years, L2 learners' language production and comprehension abilities are steadily declining (Masudi, 2017). Since most Arabic learning happens at school, the educational system is continually under scrutiny; yet, variables that affect L2 motivation are rarely considered. Unlike previous research in Second Language Acquisition (SLA), current studies have started recognizing the dynamic and interdependent nature of motivation as a complex system (De Bot et al., 2007). The present study combines concepts from Dörnyei's (2009) L2 Motivational Self System and Complexity Theory (Larsen-Freeman & Cameron, 2008). It views motivation in second language development as a complex system. Emphasis is placed on the Learning Experience of the L2 learner to obtain a holistic understanding of their immediate learning environment. Using a mixed methods approach (Teddle & Tashakkori, 2009), the study employs surveys and semi-structured interviews with parents of L2 Arabic learners to help identify variables that affect the learning experience and, subsequently, learners' L2 motivation. The results will provide insight into the motivational dynamics of the L2 learner, thereby providing suitable intervention points and may contribute significantly towards L2 motivation research of Languages other than English (LOTE).

**Bio:** **Juwaeriah Siddiqui** is a PhD student in Applied Linguistics at Carleton University, Ottawa, Canada. Her research focus is understanding the motivation and challenges in Arabic Language acquisition among non-native speakers of Arabic. Having completed her master's in systems science engineering from University of Ottawa, Canada, she is currently working on combining concepts from dynamics systems theory and second language learning to understand complexities in language development. She is currently working on exploring the learning experience of non-native speakers of Arabic and how this impacts their Arabic learning.

# Poster Presentations



## Detecting Difficulties in Argumentative Writing: The Case of Students in Saudi

**Connie Mitchell and Burhan Ozfidan**

Prince Sultan University, Saudi Arabia

**Time: 13:15-13:30 (10:15 -10:30 GMT)**

**Room: 1**

**Abstract:** Argumentative writing is a mode of academic writing and a common writing genre that college-level students use at universities. The purpose of the study is to investigate common difficulties that affect the second language (L2) learners' argumentative writing. The significance of the study is to explore the struggles that Saudi undergraduate students face in writing argumentative essays to provide insights that could be used to improve instruction and student performance. The researchers examined 187 Saudi students' (100 male and 87 female) argumentative writings to explore the frequency of the common difficulties students might encounter with writing argumentative essays. The second phase of the study included independent-samples t-test to statistically compare differences between male and female students' difficulties in writing an argumentative essay. Anticipated results of the study lent to the improvement of the writing courses. The findings of the study statistically revealed the common difficulties of writing argumentative essays: organization/structure, thesis statement, integrating academic sources, finding evidence, writing counterclaims, writing refutation paragraph, academic tone, and content and development. The instructors of argumentative writing courses (or closely related courses) may accordingly want to change the structure of the course design, teaching strategies, and course materials to develop their courses efficiently.

### **Bio:**

**Connie Mitchell** is currently an assistant professor at Prince Sultan University. She is the Vice Dean of the College of Humanities and Director of the Teaching and Learning Center. Her research interests include professional development and quality assurance in higher education, assessment, accreditation, linguistics, TESOL, TEFL, and teacher training.

**Burhan Ozfidan** is currently an assistant professor at Prince Sultan University. He has completed his Ph.D. in ESL at Texas A&M University-College Station. He has extensive teaching and research experiences, and an educational background in applying multiculturalism, bilingualism, and language learning for educational purposes.

## English Language Teaching in Elementary Schools in Japan: An Overview

**Tania Hossain**

Waseda University, Japan

**Time: 13:15-13:30 (10:15 -10:30 GMT)**

**Room: 2**

**Abstract:** In the era of globalization, the need for English education has increased. Asian countries like Korea, China, Taiwan, and Thailand already teach English education at the elementary level with the significant support from their governments. In 2011, Japan made English education in elementary schools compulsory. There was, however, a discussion about the inadequacy of learning environments and the lack of definitiveness in the standard curriculum offered by the Ministry of Education.

The aims of the paper are three-fold. The first aim is simply to describe merits of English language education in elementary schools in Japan. The paper reviews different policies implemented over the years. The status and functions of English are considered in the context of language practices in school. The second aim of this paper is to describe and examine the problems these schools are facing and the solution that government is trying to do. Finally, this study will address the prospects for English education in elementary schools in relation to research findings that suggest the importance of administrative support.

A multi-method approach has been taken to collect the data. Various types of sources were used to fulfill the purpose of the study. These sources include:

1. Government census data, government policy documents on education and language policy, educational institution reports, documents from the UNICEF and United Nations, World Bank reports, and Asian Bank development reports.
2. Direct observation of classes in several schools in Japan.
3. Interviews with teachers in the three schools.

The paper concludes with some necessary suggestion that can be helpful for the policy planners to understand the situation from the field.

**Bio: Dr. Tania Hossain** is a Professor of Sociolinguistics at Waseda University, Tokyo, Japan. She is a native of Dhaka, Bangladesh. She holds a doctorate degree from International Christian University, Tokyo, Japan. She is a multilingual person. She knows Bangla, English, Japanese, Hindi and Urdu. Along with teaching, she works as an interpreter and translator nationally and globally. She is a travel, writer, poet and a novelist. She has traveled more than 100 countries of the world.

## EFL Saudi Students' Attitudes towards Peer Feedback Activities in a Writing Class

**Raniya Alsehibany**

**Technical College for Girls in Al-Kharj, Saudi Arabia**

**Time: 13:15-13:30 (10:15 -10:30 GMT)**

**Room: 3**

**Abstract:** This study aims to examine students' attitude towards peer feedback with a checklist in EFL writing class. The participants consisted of 30 female students in level 2 at the College of Languages and Translation at AL-Imam Muhammad Ibn Saud Islamic University in Riyadh. Data collection tools included pre and post essays, questionnaire, interview and a peer response checklist. The study results indicated that students had a positive attitude towards peer feedback with a checklist in EFL writing class. For instance, their second written essay (post) has improved and had fewer mistakes than the first one. Most of the participants stated that peer feedback has improved their writing quality and has enhanced their writing awareness of their weaknesses and mistakes. Finally, the results indicate the efficiency of peer feedback with a checklist in similar teaching contexts. A major conclusion for the study is that peer feedback with a checklist can contribute to a positive atmosphere in EFL classes in Saudi Arabia and possibly in other contexts, too.

### **Bio: Raniya Alsehibany**

- An English lecturer at Technical College for Girls in Al-Kharj, and currently a PhD candidate (Applied Linguistics) at AL-Imam Muhammed bin Saud Islamic University.
- Has two masters one in Linguistics and the other in Accounting & Finance.
- Bachelor's degree in English Language and Literature.
- Research focus on academic writing development, L2 vocabulary learning and Corpus linguistics.

## Sociolinguistics of Literature: Non-standard English in Samuel Selvin's *The Lonely Londoners*

**Imen Mzoughi**

Shaqra University, Saudi Arabia

**Time:** 13:15-13:30 (10:15 -10:30 GMT)

**Room:** 4

**Abstract:** The eruption of sociolinguistics into the literary scene has not been accompanied by critical and theoretical interest. Indeed, this paper addresses this gap and strives to read and evaluate literary writing from a sociolinguistic perspective calling for a theoretical interpretative model which can voice the use of non-standard English in a canonical novel, namely, *The Lonely Londoners* by Samuel Selvon. This paper is structured as follows: the first part will essentially deal with the notion of literary sociolinguistic and foregrounds the different approaches in sociolinguistics that are important for the study of non-standard languages. As such, the different non-standard varieties that appear in *The Lonely Londoners* like creole and pidgins will be analyzed. The second part expounds on related terms like the notions of heteroglossia, ethnography and social variables. The third part will praise fiction as an authentic tool for the representation of various dialects and the description of positive attitudes toward such rich linguistic varieties.

**Bio:** Dr. Imen Mzoughi, assistant professor at the Faculty of Sciences and Arts of Shaqra, is the writer of 8 published papers in indexed and impacted journals. Her main areas of interest are interdisciplinarity and minor literatures. She designed and taught various courses. She supervised over 30 students on different topics.



## Acquisition of L2 Articles: A Comparison of Japanese and English Learners of Arabic Albandary Aldossari

The University of Western Ontario and Arab Open University, Canada and Saudi Arabia

Time: 13:15-13:30 (10:15 -10:30 GMT)

Room: 5

**Abstract:** The study examines the Fluctuation Hypothesis of Ionin, Ko and Wexler (2004) and the role of transfer in L2 learners of Arabic whose first language is Japanese, a language that lacks articles, and English, a language that encodes definiteness and indefiniteness. According to Ionin et al, L2 learners fluctuate between definiteness and specify when the L1 does not have articles. However, transfer from an L1 with articles will override fluctuation. As Arabic is a language with a marker for definiteness, but not for indefiniteness, this may create difficulties for L2 learners. The Arabic definite article is -al-, which is a bound morpheme, but there is no explicit indefinite article (Jaensch & Ghisseh, 2009). The Arabic definite article is a prefix and it has to be attached to the noun it modifies. For example, the sentence /katabtu al-dars/, which means 'I wrote the lesson' is definite. In contrast, /katabtu dars/ means 'I wrote a lesson', with no explicit marker for indefiniteness. This study tries to answer three questions: (1) does the absence of L1 articles lead to fluctuation in the acquisition of Arabic; (2) does knowledge of English overcome fluctuation in interpretation of Arabic definite contrast; and (3) does the lack of indefinite articles in Arabic complicate the acquisition process. There are two groups of participants: the first group consists of 10 English native speakers of Arabic at the advanced level; the second consists of 10 Japanese native speakers learning Arabic at the advanced level. There is also a control group. There are two experimental tasks: a preference task in which the learner reads a short scenario and then decides between two sentences, one with an article, and one without. The second is a sentence completion. This study will contribute to our understanding of the acquisition of Arabic as an L2.

**Bio: Albandary Aldossari** is an enthusiastic linguist who holds a master's degree in Linguistics from the University of Western Ontario in Canada. She is currently working as a part-time lecturer at Arab Open University. She is a translator of the book entitled: "Quantitative Methods for Business". Albandary was also a lecturer at Imam Abdulrahman Bin Faisal University as well as Jubail University College. She worked as a researcher and a translator at the Saudi Ministry of Human Resources and Social Development and the Saudi Ministry of Education.

As she is a strong believer in the power of research in the field of Linguistics, she participated in several prestigious conferences across Canada and worked (and is still working) as a research-project member in Canada with several experimental phonology research groups. She is particularly interested in experimental phonology, phonology-phonetics interfaces, psycholinguistics, and second language acquisition.

## The Effectiveness of the General Aptitude Test in Predicting English Learning Performance

**Abdulhameed Aldurayheem**

**Liverpool John Moores University and Imam Muhammad Ibn Saud Islamic University, UK and Saudi Arabia**

**Time: 13:15-13:30 (10:15 -10:30 GMT)**

**Room: 6**

**Abstract:** The General Aptitude Test (GAT) is the standard university admissions test in Saudi Arabia. Previous studies have found the GAT and its sections are effective in predicting overall performance at university, but no research has examined the effectiveness of its sections constructs in predicting performance on university courses. Since the General Aptitude Test assesses aptitude in Arabic, its validity in predicting English language performance assumes that cross-linguistic influence occurs. Few studies have investigated cross-linguistic influence between Arabic and English, particularly in reading-related skills, with Arabic having a different script to English. This study examines the test's predictive validity of English language performance and compares test constructs to identify the most effective predictors of English language performance. Data were collected and analysed from test scores of students enrolled in the foundation year (N= 84) and level two (N= 127) in the faculty of English at the College of Languages and Translation, Imam Muhammed bin Saud Islamic University. The findings revealed that the GAT is effective in predicting English performance for students in level two and that the error detection task is the most effective predictor of performance in English reading. The study provides support for the validity of the GAT as a university admission requirement for English language courses in the Arabic-speaking world.

### **Bio: Abdulhameed Aldurayheem**

- PhD candidate at Liverpool John Moores University, UK.
- Lecturer at the College of Languages and Translation, Imam Muhammad Ibn Saud Islamic University, Riyadh.

## Barriers in Poetry Translation Caused by Culture-specific Items and their Categories

**Syeda Maryam Fatima, Shabana Azad, and Saima Nazeer**

**Women University of Bagh Azad Kashmir, Pakistan**

**Time: 13:30-13:45 (10:30 -10:45 GMT)**

**Room: 1**

**Abstract:** Culture specific items are responsible for creating barriers in translation of Urdu poetry into English. This is a descriptive library research, which aims at finding categories of culture specific items of Urdu poetry, which are responsible for creating problems while translating it into English. There is not even a single research which focuses on the categories of culture-specific items in Urdu poetry. So, this study aims at finding the categories and their frequencies of Culture specific items so that workable strategies can be derived to be used on practical grounds while translating Urdu poetry into English. In this investigation, the researcher takes the model framework of categories of culture specific items given by Peter Newmark (1988) which are Ecology, Material Culture, Social Culture, Organizations and Gestures and Habits. The corpus of this research comprises at English translation of 10 Urdu poems by 10 most famous randomly selected Urdu Poets listed in the book Taste of Words by Raza Mir. Data is collected by using quantitative approach and results are derived by using simple percentages and counting numbers of found items. The findings show that all the categories of culture specific items are there in Urdu poetry, which creates barriers while translating it in English. Total 95 culture specific culture specific items are found. Results also show that the category of Organization most frequently exists, and the category of Gestures and Habits is least frequently existing in Urdu poetry. This study will help people related to the field of translation, translators, translation teachers and students in identifying the categories of culture-specific items of Urdu poetry, and this will assist them to use the suitable methods to deal with the barriers of translation.

### **Bio:**

**Syeda Maryam Fatima** has done her Master of Philosophy in Linguistics from Women University Bagh Azad Kashmir. She has done her Masters in English language and literature. Her area of research is translation and culture. This paper is taken from the thesis submitted for the partial fulfillment of MPhil degree.

**Shabana Azad and Saima Nazeer** both have done their masters in English literature and linguistics from AJ&K University. They both have completed their M.Phil. from Women University of AJ&K.

## Effectiveness of Blackboard System in English Classroom at Prince Sattam Bin Abdul Aziz University: Problems and Perceptions

**Tribhuwan Kumar and Ahmed Benyo**

Prince Sattam Bin Abdul Aziz University, Saudi Arabia

*Time: 13:30-13:45 (10:30 -10:45 GMT)*

*Room: 2*

**Abstract:** Blackboard is one of the popular learning management systems (LMS) used around the world. There are almost 200 LMSs, which have been in use for online learning. Among all, Blackboard has been considered one of the best software and most of the universities in Saudi Arabia use this tool for online studies. Prince Sattam Bin Abdul Aziz University also uses this digital classroom software. The university uses this technology for various reasons in teaching and learning. Through this virtual platform actually teachers facilitate, while learners actively engage with the material and interact with one another. This paper critically analyses the effectiveness of Blackboard system in English classroom. This paper studies mechanism, content, perception and problems of Blackboard system. It will exploit and analyse real mechanism and facilities available embedded to it. It further uses survey method to discover students' and instructor's perspective on the use of Blackboard platform.

### **Bio:**

**Dr. Tribhuwan Kumar** is an Assistant Professor in English at Prince Sattam Bin Abdul Aziz University, Saudi Arabia. He has more than 10 years of teaching experience in India and Saudi Arabia to graduate and postgraduate students. Dr. Kumar has published more than 30 research papers in the journals of international repute. Dr. Kumar also attended many international conferences in India, Saudi Arabia, and Indonesia.

**Dr. Ahmed Benyo** is currently serving as an Assistant Professor in the College of Science and Humanities, Sulail at Prince Sattam bin Abdulaziz University, Saudi Arabia. He has more than 10 years of working experience as an Assistant Professor. His research interests include Applied Linguistics, MALL, L2 Vocabulary learning and Teaching, Second Language Acquisition, and EFL teaching.

**‘To be, or not to be’ — Exploring the Potential of Virtual Reality Systems for Foreign Language Learning**

**Christian Ludwig**

**Freie Universität, Germany**

**Time: 13:30-13:45 (10:30 -10:45 GMT)**

**Room: 3**

**Abstract:** The mobile game Pokémon Go, and the new IKEA Place App are only two of many examples of how Augmented Reality applications increasingly impact our daily lives. Closely related to this, the use of Augmented and Virtual Reality systems is also becoming more and more common in educational settings, especially as these systems are becoming more affordable. However, there is only little research regarding the potential of VR systems for foreign language learning and even fewer ideas for using these systems in foreign language learning.

The aim of this talk is to explore the potential of Virtual Reality applications for foreign language environments, particularly focusing on how these systems can support students in becoming more successful foreign language learners. The presentation is divided into two major parts: a theoretical introduction and a practical phase. In the first part of the workshop, we will discuss some of the similarities and differences between augmented /virtual/mixed reality systems and look at cardboard- as well as headset hardware. We will then explore some of the affordances and constraints, e.g. motion sickness, false memory, of Virtual Reality systems, particularly focusing how these systems can help learners to become more engaged in their own learning.

In the main part of the talk, we will look at examples of the kinds of worlds VR systems can create. Following this, we will focus on highly immersive virtual reality environments. Here, selected classroom scenarios will serve to illustrate how Virtual Reality can be integrated in foreign language learning settings.

The talk will conclude by looking at how students can create their own virtual realities, allowing them to turn from passive recipients to active producers of their own learning environments.

**Bio: Christian Ludwig** is currently visiting professor at the Freie Universität Berlin, Germany. His teaching and research interests include the use of technology in the classroom. He has been the coordinator of the IATEFL LA SIG since 2015.

## Linguistic Variation and Change in the Dialect of Ha'il, Saudi Arabia: Feminine Suffixes

**Deema Alammar**

**Imam Muhammad Ibn Saud Islamic University, Saudi Arabia**

**Time: 13:30-13:45 (10:30 -10:45 GMT)**

**Room: 4**

**Abstract:** This study investigates sociolinguistic variation and change in Ha'ili Arabic, a dialect that belongs to the Najdi group. Two traditional linguistic features are examined: raising of the feminine ending -ah 'imala' and lenition of the feminine plural suffix -a:t, in relation to three social factors: age, gender and levels of contact.

Raising of the feminine ending -ah is defined as fronting and raising of short /a/ to [ɛ] or [e]. In traditional Ha'ili Arabic, raising occurs unconditionally in all environments even after guttural or emphatic sounds (Abboud, 1979). The results, however, show progressive lowering of /a/ in different environments, constrained by social and linguistic factors. Young speakers with high level of contact lead the change toward the supra-local variant [a]. They are the most innovative group (56%), while older speakers, even those with high level of contact, maintain the traditional form (96%). Women are slightly ahead of men in using the innovative [a].

Regarding the lenition of the feminine plural suffix -a:t, /t/ can be lenited to [h] or [j]. According to previous descriptions of the dialect, lenition is linguistically conditioned by the following environments, it is promoted prepausally and when the following word begins with a consonant. The results show that [t] is favoured when is followed by a vowel sound. All the younger speakers, except low contact female speakers, use the innovative variant categorically, while the old speakers use it at a rate of 52%. Men are found to lead the change in using [t] while women preserve the local pronunciation. This pattern is explained with reference to men's social interaction and the social meanings associated with the use of the local variants.

Overall, a progressive levelling out of local features has been observed in favour of the features found in the emerging supra-local variety in the central region of Saudi Arabia.

**Bio: Dr. Deema AlAmmar**, Assistant Professor of Sociolinguistics in the English department at the collage of languages and translation in Imam Muhammad Ibn Saud Islamic University. Researcher in variation and change, and dialect contact.

### **Qualifications:**

- BA in English language and literature at Ha'il University (2008).
- MA and PhD in Sociolinguistics at Essex University (2011-2017).

## Utterance Fluency between Native and Non-native Speakers

**Nora Aldossari**

**Al Feisal International Academy, Saudi Arabia**

**Time: 13:30-13:45 (10:30 -10:45 GMT)**

**Room: 5**

**Abstract:** The study investigated the English utterance fluency relationship of non-native speakers (NNSs) and native speakers (NSs) with respect to Skehan's (2003) framework of temporal measures (articulation rate (AR), number of silent pauses (NSPs), mean length of silent pauses (MLSPs), number of repetitions (NRs) and number of self-corrections (NSCs)). The study sample consisted of 50 female undergraduate and postgraduate students, English NSs and NNSs, who were interviewed in two different settings at Al-Imam Mohammad Ibn Saud Islamic University (Saudi Arabia) and Carleton University (Canada). Recordings of interviews were analysed using the Audacity computer application and the PRAAT program. The results of the two groups were compared using the independent samples t-test; and their temporal measures were analysed and discussed both separately and together to find the overall utterance fluency of both groups and determine whether NNSs have the same level of oral production compared to NSs. Interestingly, the methodological analysis showed no significant difference between NNSs and NSs in the production of AR, NSPs and MLSPs. However, the measure of the NSCs showed a slightly significant difference between the two groups. The NRs emerged as a more crucial and important measure than the other temporal measures, as there was a highly significant difference between both sample groups in the production of repetitions. The results provided implications and recommendations for second language (L2) fluency teaching and assessment.

**Bio:** **Nora Aldossari** holds a master's degree in Linguistics from Imam University. She is working at Al Feisal International Academy. She had an experience as an English Mentor in ELS in Canada. She was an English interpreter in the Czech Rehabilitation Center. She holds training certificates in Data Science, an online initiative of Harvard University. She has an active membership in SSL, SAOLT and Linguistic Society of America

## Restructuring of English Curriculum in Saudi Vision 2030 Perspective Muhammad Akram and Anser Mahmood

Govt. Postgraduate College Burewala and The University of LAhore,  
Sargodha Campus, Pakistan

**Time: 13:30-13:45 (10:30 -10:45 GMT)**

**Room: 6**

**Abstract:** Standard Education is the basic point of Saudi Vision 2030. This paper explores the educational features and goals of Saudi Vision 2030 and it highlights the importance of English language and restructuring of English curriculum in Saudi vision 2030 perspective. The paper aims to investigate the effective English skills required by Saudi students to achieve Saudi Vision 2030. Saudi Vision 2030 has been utilized as specialized corpus for collocations and word lists. To get the keywords, Saudi Vision 2030 has been downloaded and converted to txt format as the analysis tool (sketch engine and AntConc) do not accept doc or pdf files. A content Analysis of Saudi Universities' preparatory year program (PYP) syllabus is also done to check whether the existing syllabus fulfills the purpose (effective English skills required by Saudi students to achieve SV2030) or not. The findings of analysis indicate that the syllabus at PYP in Saudi universities needs to be redesigned and restructured as the success of Saudi Vision 2030 largely depends on the commitment of the universities and their positive contribution to knowledge in inculcating modern language skills to the Saudi students. The study will add to the already existing knowledge and understanding of Saudi Vision 2030 with particular reference to the role of English language skills in Saudi universities in the cultivation of younger generation and diversified economy. The study will also serve as an eye-opener for the syllabus designers and policy makers to communicate the utmost significance of the inclusion of digital resources in learning and teaching English in Saudi Arabia.

### Bio:

**Dr Muhammad Akram** is serving as an Associate Professor of English at Govt. Postgraduate College Burewala, Pakistan. He has done his Postdoc from University of Birmingham, UK. He has presented in a number of national and international conferences and his research interests include English Language Teaching, Corpus Linguistics and Lexicography.

**Dr Anser Mahmood** is currently serving as Associate Professor and Chairman of department of English, The University of Lahore Sargodha campus Pakistan. His research interests are teacher education and applied linguistics.





# Workshops



المركز الوطني للتقويم  
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ASSOCIATION OF LANGUAGE TEACHERS



### Educational Reform: What are the Implications?

**Taiseer Mirghani**



**Time:** 18:30-20:00 (15:30-17:00 GMT)

**Room:** 1

**Workshop abstract:** The Kingdom of Saudi Arabia considers education a top priority, and more emphasis has been placed on this following the 2016 announcement of Saudi Vision 2030. Since then, the country has witnessed economic and social changes. As a result, the Kingdom has initiated investment in human capital through education in order to diversify the economy and increase employment. Thus, there is a plan for educational reform with regards to primary and secondary education geared toward preparing students for higher education and the workplace. However, several factors could be initial obstacles to the successful implementation of this plan. This presentation will provide insights into cultural dimensions, learning profiles, the English language proficiency gap, and borrowing educational models from the West. It will also include some suggestions and recommendations to enhance teacher education programmes so that positive educational reform may be achieved effectively.

**Trainer's bio:** Taiseer Mirghani is an academic manager with the British Council in Saudi Arabia. She has been in the education field for 20 years teaching both adults and young learners. As well as teaching, she also has a strong background in teacher training and professional development and is a Cambridge DELTA tutor. She is particularly familiar with the Saudi educational context having worked in a variety of different institutions in the kingdom. As well as this practical experience, she has also completed research around educational models used in Saudi Arabia which is currently under review for publication in the Journal of Education and Learning.

## Writing Effective Test Items for Reading Comprehension and Listening Comprehension

**Bjorn Norrbom**



**Time: 18:30-20:00 (15:30-17:00 GMT)**

**Room: 2**

**Workshop abstract:** This workshop uses a hands-on approach where a brief introduction and instructions are given to participants who will then write and review test items for English reading and listening comprehension. Several different item formats are covered such as multiple-choice and short open-ended items. Participants will also learn how to effectively select, analyze and adapt level-graded reading and listening passages to make testing even more effective. The workshop is primarily designed for teachers of English but is equally valuable to English language program coordinators and directors

**Trainer's bio: Bjorn Norrbom** is a consultant at the National Center for Assessment (NCA), which is part of the Education and Training Evaluation Commission (ETEC), Saudi Arabia. He has acted as lead test developer for several high-stakes language exams. His research interests include test validation, Evidence Centered Design, and the assessment of Arabic as a second/foreign language. He has presented papers at several top-level international language testing conferences and is also the author of several published book chapters on applied linguistics.



### EFL Learners on Intercultural Communication: How to take a Stance in SNSs?

**Khansa Al-Qudaimi**

**Time: 18:30-20:00 (15:30-17:00 GMT)**

**Room: 3**

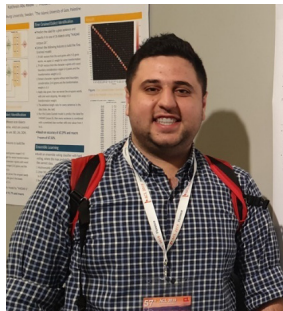
**Workshop abstract:** Applying the conclusions of language studies in real-life situations is one of the goals of research. This workshop attempts to tackle the implications of research on stance-taking among Saudi EFL learners in their intercultural communication through SNSs. Stance uncovers the learners' viewpoints, attitudinal positions, judgments, and assessments towards a certain proposition. Therefore, attendees will explore how Saudi EFL learners prefer to employ it in their dialogues. This will be based on studies and samples. Discussions and interactive group work will be held. The results of the workshop can be useful in improving EFL teaching and learning experience.

**Trainer's bio:** **Khansa AL-Qudaimi** is an Assistant Professor in the College of Languages and Translation at Al-Imam Muhammad Ibn Saud Islamic University. She did her graduate studies in Applied Linguistics. She has taught English for 6 years. She presented many workshops for EFL teachers. Her interests include discourse analysis, educational technologies, and teacher education.



## A Non-technical Introduction to Artificial Intelligence for Natural Language Processing

### Wissam Antoun



**Time:** 18:30-20:00 (15:30-17:00 GMT)

**Room:** 4

**Workshop abstract:** The ultimate goal of Natural Language Processing (NLP) is for computers to achieve human-like comprehension of language. When this is achieved, computer systems will be able to understand, draw inferences from, summarize, translate and generate accurate and natural human text and language. NLP is a type of Artificial Intelligence that sits at the intersection of computer science, artificial intelligence, and computational linguistics. In this workshop, we will start with a brief history of NLP. Then, we will introduce fundamental NLP concepts, techniques such as word embeddings and language models with a special focus on Arabic language. We conclude with real world NLP applications and their implications for society.

**Trainer's bio:** Wissam Antoun is a graduate student at the American University of Beirut. He is specializing in Machine Learning and Artificial Intelligence. Wissam's current research interests are in state-of-the-art Natural Language Processing techniques. He has participated in several international competitions and often ranked in the first or second position. Wissam has also published multiple research articles in peer reviewed international conferences, and recently released AraBERT (the first Arabic-only BERT). Wissam joined Zaka as an AI instructor where he developed and delivered training sessions on ML and DL topics.



## ELT Collaborative Professional Development

**Fatmah A Ali**



***Time: 18:30-20:00 (15:30-17:00 GMT)***

***Room: 5***

Workshop abstract: Teachers need motivation, encouragement and most importantly, the right mindset. There are many ways to teach with technology but internal resistance with no conscious approach or effort will yield no results. As teachers begin their new academic year or term worldwide, most are struggling with long hours of online teaching. This session will deal with the collaborative professional development in the times of COVID along with a growth mindset. Tech can be rewarding and draining. As educators, we must explore ways to find an equilibrium.

Trainer's bio: Fatmah A Ali is the current president of KSAALT TESOL, an IATEFL and TESOL International affiliate organization in Saudi Arabia. She is also the Vice-President of Master English Education & Training, GCC and an accreditation consultant for ASIC UK.

## Prepared by:

ALR2020 Scientific Committee

**Dr. Anna Siyanova-Chanturia** (Victoria University of Wellington, New Zealand)

**Dr. Suhad Sonbul** (Umm Al-Qura University, Saudi Arabia)

**Ms. Natasha Rock** (Princess Nourah bint Abdulrahman University, Saudi Arabia)

## Registration Links

The symposium has six virtual rooms. You need to register before the symposium. Registration is available on a first-come, first-served basis. Please, include your name in the registration link as you wish to have it on the certificate.

### Room 1

<https://tinyurl.com/PSUALR2020-Room1>

### Room 2

<https://tinyurl.com/PSUALR2020-Room2>

### Room 3

<https://tinyurl.com/PSUALR2020-Room3>

### Room 4

<https://tinyurl.com/PSUALR2020-Room4>

### Room 5

<https://tinyurl.com/PSUALR2020-Room5>

### Room 6

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