



4th INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH (ALR2023)

(INNOVATION IN APPLIED LINGUISTICS: EMERGING METHODS AND TECHNOLOGIES)

Riyadh, Saudi Arabia
4 - 5 November 2023



Prof. Jeanine Treffers-Daller
University of Reading



Prof. Andy Gao
University of New South Wales



Prof. Averil Coxhead
Victoria University of Wellington



Prof. Fakieh AlRabai
King Khalid University



Prof. Lourdes Ortega
Georgetown University



Prof. Patricia Duff
The University of British Columbia



APPLIED LINGUISTICS
RESEARCH LAB



4th International Symposium
on Applied Linguistics Research

(ALR2023) (Online)
4 & 5 November, 2023

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: #PSUALR2023

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Book of Abstracts



Innovation in Applied Linguistics: Emerging Methods and Technologies

Organized by:

Prince Sultan University

College of Humanities and Sciences

Applied Linguistics Research Laboratory (ALLAB)

Riyadh, Saudi Arabia

4 -5 November 2023



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



PRINCE SULTAN BIN ABDULAZIZ AL SAUD

(1928 -2011)

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Welcome Message

Dean, College of Humanities and Sciences & ALR2023 Chair

Prof. Mahmoud Al Mahmoud

As-Salaam-Alaikum

I welcome you all to the 4th International Symposium on Applied Linguistics Research. It is a pleasure to have you with us for this significant conference hosted by the Applied Linguistics Research Lab in the College of Humanities and Sciences at Prince Sultan University.



The symposium's vibrant theme this year is "Innovation in Applied Linguistics: Emerging Methods and Technologies". With a focus on: Foreign Language Learning, Second Language Acquisition and Language Assessment, Language Policy, Discourse Analysis, Psycholinguistics, Bilingualism, Translation and Interpretation Studies, and Stylistics, the symposium bridges and combines interdisciplinary studies related to applied linguistics. Over 21 paper presentations, 6 poster presentations, 4 workshops and a colloquium will comprise the two-day program. In addition, 6 keynote speakers will give talks on various topics including: academic discourse socialization, agency in language education, code-switching and translanguaging, emotions in language learning, error correction and vocabulary research. Presenters from around 10 countries: from Saudi Arabia, The UK, China, Italy, Spain, Algeria, Jordan, UAE, Pakistan and The Czech Republic are here today to share their experiences and engage in fruitful discussions.

I wish to thank all presenters for their valuable contributions; many thanks to our dear keynote speakers: Prof. Andy Gao, The University of New South Wales, Prof. Averil Coxhead, Victoria University of Wellington, Prof. Fakieh Alrabai, King Khalid University, Prof. Jeanine Treffers-Daller, The University of Reading, Prof. Lourdes Ortega, Georgetown University, and Prof. Patricia Duff, The University of British Columbia. The workshop partners in this symposium: The Arab Academy

for Science, Technology and Maritime Transport, Bilingualism Matters, Saudi TESOL Association and Traajim, also deserve our thanks.

The College of Humanities and Sciences is deeply indebted to the efforts of the Symposium's 53 scientific committee members spearheaded by Dr. Anna from Victoria University of Wellington, and Dr. Sonbul of Umm Al-Qura University.

Special thanks go out to Prof. Dina El-Dakhs, the Applied Linguistics Research Lab Leader, and the Chair of the Organizational Committee, as well as to the Chairs of the PR, Media and Logistics committee: Ms. Jawaher Al Haqbaani and Ms. Afrah Alenezi. The Public Relations and Media Center here at PSU also deserves due recognition for its outstanding efforts.

Finally, this pleasant event would not have been possible without the Honorary Chair of the Symposium, his Excellency Dr. Ahmad Yamani, President of Prince Sultan University. We are grateful at the College of Humanities and Sciences for his ongoing support and ever-lasting encouragement.

Thank you all for coming and participating, and I hope you enjoy the talks and discussions ahead.

Prof. Al Mahmoud, M.

Organizing Committee, Chair

Welcome Message ALLAB Leader & ALR2023 Co-chair

Prof. Dina El-Dakhs

Greetings to you all from Riyadh, Saudi Arabia,

On behalf of my colleagues at the Applied Linguistics Research Lab at the College of Humanities and Sciences, Prince Sultan University, I welcome you all to the 4th International Symposium on Applied Linguistics Research (ALR2023). We extend our sincere thanks and gratitude to PSU's higher management led by Dr. Ahmed Yamani, our PSU President, for their relentless support, our college Dean, Prof. Mahmoud Al Mahmoud, for his amazing cooperation and our distinguished keynote speakers and workshop partners for their invaluable contributions to the symposium. We are also truly grateful to all the speakers who come from 10 countries to share their knowledge and expertise. Thanks to them, we have an excellent program including outstanding talks and presentations, which will inspire our audience.



I seize this chance to introduce our research lab to you. Our Applied Linguistics Research Lab was established in September 2019, so we are four years old – the same age of our symposium. We are a group of 14 members with a true passion for research in Applied Linguistics. We enjoy the interdisciplinary nature of our work as we do research and publish in different sub-disciplines of Applied Linguistics, including Pragmatics, Discourse Analysis, Sociolinguistics, Psycholinguistics, Vocabulary Studies and Language Learning and Teaching. We believe that this diversity supports our efforts to gain a comprehensive view of the human language, this amazing phenomenon that always intrigues our curiosity and passion.

As part of Prince Sultan University's distinctive research community, we promote the values of research quality, ethics, and integrity. We also highly value our role in our society and actively contribute to its development through our research findings in addition to several activities including research and training

webinars, internship opportunities, mentorship programs and other community-service activities. We also see ourselves as global citizens, and hence, are always keen to contribute to the problems our global research community attempt to solve. Our strong commitment to our society and the wider research community are strengthened by various forms of collaboration with national and international partners.

So, I welcome you again to ALR2023. I hope you enjoy the two-day experience and make use of it to extend your knowledge, enrich your experience and exchange innovative ideas. I also hope that this symposium will lead to further collaboration between you and our lab. We will always be happy to collaborate with other researchers from around the globe to enhance research into Applied Linguistics and to serve our society and the world.

Thank you and enjoy the day!

4th INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH (Innovation in Applied Linguistics: Emerging Methods and Technologies)

Organized by: ALLAB, Prince Sultan University

4-5 November 2023 (Zoom)

Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3	
Opening	9:00-9:30	6:00-6:30	(Room 4)			
			Dr. Ahmed Yamani (President, Prince Sultan University, Honorary Chair, ALR2023)			
			Prof. Mahmoud Al Mahmoud (Dean, College of Humanities and Sciences, Prince Sultan University, Chair, ALR2023)			
			Prof. Dina El-Dakhs (Leader, Applied Linguistics Research Lab, Co-chair, ALR2023)			
Plenary Session	9:30-10:30	6:30-7:30	(Room 4)			
			Prof. Andy Gao (University of New South Wales, Australia)			
			Agency in Language Education: What is it, why does it matter and how does it work?			
Paper Session	11:00-11:30	8:00-8:30	Ziyue Tian and Chenlong Luo	Jiayi Dong	Yihang Zhong	
			Wuhan University of Technology & Sichuan International Studies University	Zhejiang University	The Chinese University of Hong Kong	
			China	China	China	
			Strategies for Translating Culture-loaded Words in Dream in Peony Pavilion	An Empirical Study on the Impact of Language on International Trade between China and Other Asian Countries	L1 Chinese Speakers' Real-time Reading Processing Of Chinese Neologisms Coined By English-speaking L2 Chinese Learners	
Plenary Session	11:30-12:30	8:30-9:30	(Room 4)			
			Prof. Fakieh AlRabai (King Khalid University, KSA)			
			Emotions in Language Learning			
	12:30-13:30	9:30-10:30	Break			
	KSA Time	GMT	Room 1	Room 2	Room 3	Room 4
Paper Session	13:30-14:00	10:30-11:00	Tiziana Lorenzet	Zhiwei Wang	Ferran Gesa	Sharif Alghazo, Aseel Alsh-beekat, Khulood Al-Anbar, Ghaleb Rababah, and Marwan Jarrah
			Ca' Foscari University of Venice	University of Edinburgh	Universitat de Barcelona	University of Sharjah, Isra University & University of Jordan
			Italy	UK	Spain	UAE & Jordan
			Investigation into the Positive Washback of Preparation Courses for Cambridge Exams KET-PET-FCE	Being Chinese Online – Discursive (Re)production of Internet-Mediated Chinese National Identity	How does productive vocabulary size change across CEFR levels? A descriptive study	Visual metadiscourse in Jordanian and Australian telecommunication advertisements

4th INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH (Innovation in Applied Linguistics: Emerging Methods and Technologies) Organized by: ALLAB, Prince Sultan University 4-5 November 2023 (Zoom)

Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3	Room 4
Paper Session	14:00-14:30	11:00-11:30	Layal Alahmadi	Meead Ghafoori	Almudena Fernández-Fontecha	
			University of Reading	Independent researcher	University of La Rioja	
			UK	KSA	Spain	
			Exploring Challenges in Medical Professionals' English Language Communication in a Saudi Hospital: An Ethnographic Study	A Sociolinguistic Study of Oath Expressions Produced by Hijazi Speakers in Saudi Arabia	Creativity and L2 semantic fluency in adult learners: An exploratory study	
Plenary Session	14:30-15:30	11:30-12:30	(Room 4)			
			Prof. Jeanine Treffers-Daller (University of Reading, UK)			
			Code-switching and translanguaging: Same or different? A critical appraisal			
Invited Colloquium	16:00-17:30	13:00-14:30	(Room 4)			
			Invited Colloquium: Innovative Methods in Corpus Linguistics Research			
			Moderator: Dr. Pawel Szudarski (University of Nottingham, UK)			
			Speakers: Dr Robbie Love (Aston University, UK) Dr Emma McClaughlin (University of Nottingham, UK) Dr Niall Curry (Manchester Metropolitan University, UK)			
Workshops	17:30-18:30	14:30-15:30	Saudi TESOL	Traajim		
			Dr Mansoor S. Almalki	Dr. Maha AlHarthi		
			AI in Focus: Revolutionizing Contemporary Language Assessment Practices	The Corpus Revolution in Applied Linguistics		

4th INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

(Innovation in Applied Linguistics: Emerging Methods and Technologies)

Organized by: ALLAB, Prince Sultan University

4-5 November 2023 (Zoom)

Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3	Room 4
Plenary Session	9:30-10:30	6:30-7:30	(Room 4)			
			Prof. Averil Coxhead (Victoria University of Wellington, New Zealand)			
			Researching in new directions: Lessons from the field			
Paper Session	11:00-11:30	8:00-8:30	Tianyi Zhu and Jing Zhou	Zhou Yu	Chuanlin Liao	
			Wuhan University of Technology	Hunan university	Peking University	
			China	China	China	
			A Study on the Discursive Strategies for International Communication Based on the Reports of "Silk Road E-commerce"	Investigating the effects of academic emotions on LMOOC satisfaction among college English learners	Interdiscursivity and cybermemorial: A genre analysis of online tributes to the death of the academic celebrity	
poster session	11:30-11:50	8:30-8:50	Yihang Zhong	Meead Ghafoori	Aisha Aslam and Muhammad Ajmal	Alhanouf Aldawsari, Ftoon Khaled Alqahtani and Hajar Khalifa Al Sultan
			The Chinese University of Hong Kon	Independent researcher	Independent researcher & Qurtuba University	King Faisal University
			China	KSA	Pakistan	KSA
			Chinese EFL Speakers' Cognitive Construal & Morpho-syntactic Acquisition Of Pseudo-passive Construction	The Verbalization of Hijazi Culture in Proverbs	Stylistic Study of the Selected Keywords in The Alchemist: A Corpus Based Study	Using Forensic Linguistic Analysis to Examine Amber Heard's Final Testimony in Depp/Heard Case (Virginia 2022)
poster session	11:50-12:10	8:50-9:10		Yasamiyan Alolaywi and Shatha Alkhalaf	Chenlong Luo and Ziyue Tian	
				Qassim University	Sichuan International Studies University & Wuhan University of Technology	
				KSA	China	
				The Effectiveness of Texting on Enriching Saudi EFL College Students' Vocabulary Repertoire	Corpus Study on "Community of Shared Future for Mankind" under Transitivity System	
	12:10-13:30	9:10-10:30	Break			

4th INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH (Innovation in Applied Linguistics: Emerging Methods and Technologies)

Organized by: ALLAB, Prince Sultan University

4-5 November 2023 (Zoom)

Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3	Room 4
Workshops	13:30-14:30	10:30-11:30	Arab Academy for Science, Technology and Maritime Transport	Bilingualism Matters		
			Dr Marwa Abdel Mohsen	Prof. Antonella Sorace		
			Designing objective test items	Why bilingualism matters for individuals, communities, and societies?		
Paper Session	15:00-15:30	12:00-12:30	Imane Tiaiba	Jose Belda-Medina and Vendula Kokošková	Tareq Alfraidi	Areej Alotaibi
			Bordj Bou Arreridj University	University of Alicante & University of West Bohemia	Islamic University of Madinah	Taif University
			Algeria	Spain & Czech Republic	KSA	KSA
			Connecting Academic and Professional Genres: Rhetorical Analysis of the Job Interview for a Faculty Position	EFL Students' Perceptions of Chatbots as Virtual Language Tutors in Mobile Apps	The Saudi Novel Corpus and its Potential Uses in Linguistics and Stylistics Research	The Role of Bilingualism on Bilingual Children's Executive Function
Paper Session	15:30-16:00	12:30-13:00	Alaa Saleh and Emad Alghamdi	Pawel Andrejczuk	Kholoud Al-Thubaiti	Zainab Alghamdi
			King Abdul Aziz University	University of Valencia	Umm Al-Qura University	Dar Al-Hekma University
			KSA	Spain	KSA	KSA
			But No One Else in My Room: Preventing Cheating in At-home Tests Using 360 Camera	Telecollaboration: A 21st century language teaching approach? A meta-analysis	The L2 knowledge and processing of Arabic grammatical gender: L1s English and French	A Comparison of Online Advertisements in Two Saudi Delivery Companies during the Coronavirus Pandemic: A Multimodal Discourse Analysis
Plenary Session	16:30-17:30	13:30-14:30	(Room 4)			
			Prof. Lourdes Ortega (Georgetown University, USA)			
			Towards a Multilingual Ethos for Error Correction			
Plenary Session	18:00-19:00	15:00-16:00	(Room 4)			
			Prof. Patricia A. Duff (University of British Columbia, Canada)			
			Researching Academic Discourse Socialization: Methods, Insights, and Innovations			



Day 1

Room 1



<https://tinyurl.com/ALR2023Day1Room1>

Room2



<https://tinyurl.com/ALR2023Day1Room2>

Room 3



<https://tinyurl.com/ALR2023Day1Room3>

Room 4



<https://tinyurl.com/ALR2023Day1Room4>

Day 2

Room 1



<https://tinyurl.com/ALR2023Day2Room1>

Room 2



<https://tinyurl.com/ALR2023Day2Room2>

Room 3



<https://tinyurl.com/ALR2023Day2Room3>

Room 4



<https://tinyurl.com/ALR2023Day2Room4>

جامعة الامير سلطان
PRINCE SULTAN
UNIVERSITY



Keynote Speakers



Prof. Jeanine Treffers-Daller
University of Reading



Prof. Andy Gao
University of New South Wales



Prof. Averil Coxhead
Victoria University of Wellington



Prof. Fakieh AlRabai
King Khalid University



Prof. Lourdes Ortega
Georgetown University



Prof. Patricia Duff
The University of British Columbia



Agency in Language Education: What is it, why does it matter and how does it work?

Prof. Andy Gao

University of New South Wales, Australia



Day: Saturday

Time: 9:30-10:30 (GMT 6:30-7:30)

Room: 4

Abstract: Agency has emerged to be an important concept in language education in recent years. Researchers have recognized the importance of having agentic language learners who feel ownership of and have sense of control over learning. Language teachers also need to grow agency to claim ownership of their professional practice and have sense of control over their professional development. In this talk, I will outline major approaches to conceptualizing agency in education, including socio-cognitive, sociocultural, poststructuralist, and ecological perspectives. I will also discuss how the notion of agency relates to other related but distinct concepts such as autonomy in language education. To illustrate how agency operates for language teachers and learners, I will use the ecological perspective to frame the discussion of agency in language education. I will draw on sample studies to show how language teacher agency can be used as a lens to understand how language teachers interact with language policies in implementing pedagogical reforms. I will discuss what can be done to create enabling conditions for language teachers' collective agency growth. In addition, I shall also situate the conceptualization of language learner agency as a desirable educational goal within an ecological context and present what can be done to foster learner agency in teaching.

Bio: Xuesong (Andy) Gao is Professor of Language and Literacy Education in the School of Education, the University of New South Wales, Australia. His research interests include language learner autonomy, language education policy, and language teacher education. He edits International Review of Applied Linguistics in Language Teaching for De Gruyter. He is also an executive editor for Teaching and Teacher Education, a principal associate editor for The Asia-Pacific Education Researcher (Springer) and a section editor for Education Section, SAGE Open (Sage). In addition, he edits the English Language Education book series for Springer. He also serves on the editorial boards of journals including Applied Linguistics Review, International Journal of Bilingual Education and Bilingualism, Journal of Language, Identity and Education, Modern Language Journal, Language Awareness, Language Learning Journal, and Teacher Development.

Emotions in Language Learning

Prof. Fakieh AlRabai

King Khalid University, KSA

**Day: Saturday****Time: 11:30-12:30 (GMT 8:30-9:30)****Room: 4**

Abstract: Learning a foreign language (FL) is a deeply multifaceted process that is usually associated with an interplay of a variety of negative and positive emotions. In light of the Broaden and-Build Theory, positive emotions are those known to facilitate learning, such as hope, interest, confidence, and enjoyment, while negative emotions are those that impede learning and include, for instance, fear, anxiety, depression, boredom, frustration, and anger. Positive and negative emotions serve different functions. While negative emotions identify, isolate, and combat external irritants rather than developing and building on capacities, positive emotions broaden people's thinking and vision, help undo the enduring effects of negative emotional arousal, and spur productive reactions to stressful experiences to promote resilience, build personal and intellectual resources, and promote individual well-being. This talk will shed light on a variety of issues pertaining to the conceptualizations of learner emotions in general and in language learning in particular. Other issues like the dynamic and fluid nature of learner emotions, the dichotomy of learner emotions, emotions involved in foreign language, theories concerned with emotions in language learning, the role of emotions in language learning, and research on language learner emotions will be highlighted and discussed.

Bio: Fakieh Alrabai is a Professor of Applied Linguistics at King Khalid University, Abha, Saudi Arabia. Dr. Alrabai holds a PhD in Linguistics from the University of Newcastle, NSW, Australia. His research focuses on Second/Foreign Language Acquisition with significant emphasis on psycholinguistics variables including second/foreign motivation, language anxiety, L2 learner emotions, and learner autonomy. Prof. Alrabai's research output has been published in some of the highest ranked and most prestigious journals in the L2 domain like Language Learning, Applied Linguistics, System, Language Teaching Research, Frontiers in Psychology, Journal of Multilingual and Multicultural Development, and The Journal for the Psychology of Language Learning (JPLL). Prof. Alrabai has also presented his research in top-tier Applied Linguistics conferences worldwide like the AILA World Congresses of Applied Linguistics, TESOL convention, Self-determination Theory (SDT) conference, the International Association for the Psychology of Language Learning (IAPLL), and The Applied Linguistics Association of Australia (ALAA) conference.

Code-switching and translanguaging: Same or different? A critical appraisal

Prof. Jeanine Treffers-Daller

University of Reading, UK



Day: Saturday

Time: 14:30-15:30 (GMT 11:30-12:30)

Room: 4

Abstract: The concept of translanguaging is one of the most successful ones in the recent history of multilingualism research. But what does it really mean? And to what extent does translanguaging differ from code-switching? Proponents of the unitary translanguaging theory claim that there is one undifferentiated mental system supporting multilingual processing, and that multilingualism is not psychologically real. As shown in recent meta analyses, these claims cannot be upheld in the face of empirical evidence: multilinguals can and often do keep their languages separate whenever the situation requires it, even though they can freely mix languages in other circumstances. In this paper I will review existing psycholinguistic and neuro-scientific work on the ways in which code-switching affects language processing in multilinguals, and what the neural correlates of code-switching are. I will also offer critical analyses of the concept of translanguaging, and indicate avenues for further research.

Bio: Jeanine Treffers-Daller is Professor Emerita at the University of Reading, UK. She has published widely on code-switching, borrowing and other language contact phenomena in a variety of language pairs. She has also published about the link between language, literacy and academic achievement, and focused on issues facing multilingual learners in classrooms in the UK and India. She is Editor-in-Chief of Languages, and member of the Editorial Board of the International Journal of Bilingualism and of Bilingualism, Language and Cognition.

Researching in new directions: Lessons from the field

Prof. Averil Coxhead

Victoria University of Wellington, New Zealand



Day: Sunday

Time: 9:30-10:30 (GMT 6:30-7:30)

Room: 4

Abstract: Research in Applied Linguistics can, at best, result in lasting and useful changes in policy and practice in language learning and teaching. But research can lead to change in other, possibly unexpected ways. In this talk, I focus on how two projects in vocabulary studies caused lasting and useful change in my approaches and appreciation of research in our field. The first project is the Language in Trades Education (LATTE) project which involved research into language use in vocational contexts. The second is an extension of the LATTE project which was based on Talanoa, a Pasifika-based methodological approach. These projects caused me to reflect on my heavily-Westernised approaches to research, the importance of time and relationships in research, and how some projects might result in both measurable and immeasurable outcomes. I will consider implications from these studies for trades-based vocabulary research and the wider field of Applied Linguistics.

Bio: Averil Coxhead is a Professor in Applied Linguistics and Head of School of Linguistics and Applied Language Studies. She teaches courses MA in Applied Linguistics/ TESOL programmes and supervises postgraduate research in a range of areas. She developed the Academic Word List (2000) and was a co-author for the Academic Spoken Word List (Dang, Coxhead, & Webb, 2017). Her most recent books include Connecting corpora and language teaching (2022; Foreign Language Teaching and Research Press), Measuring the vocabulary size of native speakers (with Paul Nation; 2021; John Benjamins), English for vocational purposes (Routledge, 2020) and Reading for the academic world, a series of textbooks with Professor Paul Nation (2018, Seed Learning). Averil's current research includes specialised and academic vocabulary in the trades, at university and secondary school. One element of her research involves developing and evaluating word lists. Averil is an Associate Editor of the Journal of English for Specific Purposes.

Towards a Multilingual Ethos for Error Correction

Prof. Lourdes Ortega

Georgetown University, USA



Day: Sunday

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

Room: 4

Abstract: Correcting language errors in students' speech and writing is thought to be a central part of every language teacher's job. However, even very well trained and experienced teachers agonize over many questions. A big question is: What is the role of error correction when teaching in a curriculum that is communication oriented, for example, a TBLT curriculum, a CLIL program, or an EMI school context? And almost all teachers have at some point asked themselves: Is error correction worth the time investment and the affective risks? In this talk, I will show how professional knowledge about error correction must be grounded in a critical examination of the social, educational, and affective dimensions (or the why's) of error correction across diverse classroom contexts. Ultimately, teachers need to develop a principled approach for responding to their student errors in ways that nourish a multilingual ethos in their teaching and help them and their students resist the myth of nativelikeness as the "true" measure of success in language learning.

Bio: Lourdes Ortega is Professor of Linguistics at Georgetown University. She was born, raised, and college-educated in southern Spain, spent a year abroad at the University of Munich in the early 1980s, worked as a teacher of Spanish in Greece for most of her 20s, and obtained her doctorate in the United States, the country where she has lived for 30 years now. Lourdes investigates second language acquisition, particularly usage-based, multilingual, and social justice dimensions in adult classroom settings. She is best known for her award-winning meta-analysis of second-language instruction in 2000, her best-seller textbook *Understanding Second Language Acquisition* (2009, translated into Mandarin in 2016), and for championing a bilingual turn in SLA. She co-edited (with Annick De Houwer) *The Cambridge Handbook of Bilingualism* (CUP, 2019). Lourdes is the General Editor of *Language Learning* and President of the American Association for Applied Linguistics.

Researching Academic Discourse Socialization: Methods, Insights, and Innovations

Prof. Patricia A. Duff

University of British Columbia, Canada

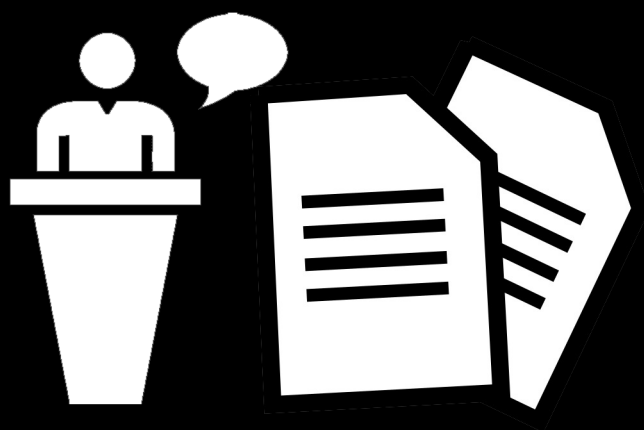
**Day: Sunday****Time: 18:00-19:00 (GMT: 15:00-16:00)****Room: 4**

Abstract: Research on academic discourse socialization has expanded in applied linguistics over the past two decades (Duff, 2010; Kobayashi, Zappa-Hollman & Duff 2017). The original focus on the discursive activities that people (typically second language learners) need to take part in, such as oral presentations, projects, posters, or essays, and the ways in which these activities are scaffolded or mediated by others and by various tools, continues. Increasingly, however, the focus is more multimodal, looking at the interplay of various semiotic systems, including different languages, in this process, the power dynamics involved, the role of innovation rather than just reproduction of existing norms and expectations, and the availability of various digital technologies to support learners' socialization into new practices, cultures, and discourses. In addition, although ethnographic case studies have been the standard approach to conducting this research on others' learning, auto-ethnographic studies are now examining researchers' own learning of new discourse practices-as doctoral students in English-medium universities, for example. In this presentation, I provide an overview of work in this area, discussing its theoretical foundations, methods, insights and innovations.

Bio: Patricia (Patsy) Duff is Professor of Applied Linguistics and Distinguished University Scholar at the University of British Columbia and is also a Past President of the American Association for Applied Linguistics. Patsy's research focuses on language learning and socialization across a range of informal and formal multilingual educational contexts and across the lifespan. Taking a sociocultural perspective, she examines multiscalar processes (macro-meso-micro) connected with learners' language ideologies, identities, trajectories, and social/linguistic practices that affect their learning processes and outcomes. Her current work focuses on English and Chinese as global languages, and academic English discourse socialization at universities. She has published and lectured widely about this work.



Paper Presentations



Strategies for Translating Culture-loaded Words in Dream in Peony Pavilion

Ziyue Tian and Chenlong Luo

Wuhan University of Technology & Sichuan International Studies
University, China

Day: Saturday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 1

Abstract: With the prosperity of China's economy and culture, Chinese opera has gained increasing popularity in the world, and the translation of Chinese opera has gradually attracted the attention of many scholars. Due to their unique national culture and lack of English equivalents, culture-loaded words in operas have become a major problem in the translation of Chinese operas.

Based on the translation concepts of Domestication and Foreignization proposed by Venuti, this paper takes Xu Yuanchong's English translation of Dream in Peony Pavilion as the research object, and sorts out and analyzes the translation of representative culture-loaded words to study the tendency of translation strategies for culture-loaded words in his translation. This paper also explores the reasons behind the translation strategy of the translated version, in order to provide some references for the translation practice of Chinese opera. It is concluded that:

- (1) The culture-loaded words in Dream in Peony Pavilion can be divided into five categories: ecological culture-loaded words, religious culture-loaded words, social culture-loaded words, material culture-loaded words, and linguistic culture-loaded words.
- (2) Xu makes more use of Foreignization in translating ecological and linguistic culture-loaded words, and prefers Domestication in translating social, material and religious culture-loaded words. To realize Domestication, specific translation methods such as free translation, paraphrase, omission and substitution are used; while Foreignization relies on the adoption of translation methods like transliteration and liberal translation.
- (3) The translation strategies used in Xu's translation of Dream in Peony Pavilion are mainly influenced by his translation thoughts, that is, all translations are different degrees of foreignization in content, domestication in form or words.

Bio: Tian Ziyue is a post-graduate student at Wuhan University of Technology, majoring in Master of Translation and Interpretation; is detail-oriented, organized, and possesses excellent communication skills and a great love for literary translation.

Luo Chenlong is a post-graduate student at Sichuan International Studies University, specializing in International Relations. With a keen interest in global affairs and diplomacy, Chenlong strives to deepen his understanding of international dynamics and contribute to fostering peaceful and cooperative relationships among nations.

An Empirical Study on the Impact of Language on International Trade between China and Other Asian Countries

Jiayi Dong

Zhejiang University, China

Day: Saturday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 2

Abstract: In the context of language economics, the impact of language on international trade has attracted much academic attention. Scholars at home and abroad have explored the impact of language on international trade between developed countries such as Europe and the United States or between China and its major trading countries, ignoring the trade between China and other Asian countries as well as the heterogeneity among Asian sub-regions. The “One Belt, One Road” initiative provides an important opportunity for such international and regional studies. Therefore, this study focuses on the Asian region and analyzes the linguistic indicators and economic data of 40 Asian countries that have signed the “One Belt, One Road” document with China during 2013-2021 by constructing an extended Gravity Model of Trade to investigate the impact of language on international trade between China and other Asian countries. The study also extends the analysis of regional heterogeneity of such impact in Asia. The empirical results show that: 1) Language distance negatively hinders the international trade between China and other Asian countries, while both national English competence and Chinese communication ability positively promote the trade between China and other Asian countries. Specifically, for every 1 unit increase in language distance, China’s bilateral trade with other countries decreases by 3.472%; for every 1 unit increase in the other two language factors, China’s bilateral trade with others increases by 1.922% and 0.714%, respectively. 2) The impact of language on China’s export trade to other Asian countries is slightly greater than its effect on China’s import trade to other Asian countries. 3) The degree of the impact of language on bilateral trade between China and other Asian countries varies significantly among different sub-regions in Asia.

Bio: Jiayi Dong’s research direction is mainly language economics. Following the framework of positive economics, Jiayi explores how the non-institutional factor - language - affects a country’s international trade, especially the effects of Asian languages on the international trades of Asian countries.

L1 Chinese Speakers' Real-time Reading Processing Of Chinese Neologisms Coined By English-speaking L2 Chinese Learners

Yihang Zhong

The Chinese University of Hong Kong, China

Day: Saturday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 3

Abstract: Chinese neologism errors are non-existing lexical forms coined by English-speaking L2 learners with incomplete lexical knowledge (Xing, 2003). Wang (2018) has examined 4 types of Chinese neologisms coined by English-speaking L2ers, including morphological substitution (e.g. * > , inside), blended misuse between word and morpheme (e.g. * > , park), clipping by forming a non-existent word (* > , ancient building), and existent structure but non-existent word (e.g. * > , sport meeting). However, up-to-date studies have never investigated L1 Chinese speakers' processing of different types of neologism errors coined by English-speaking L2 learners from a real-time psycholinguistic paradigm. Through examining processing time, we can infer L1 Chinese speakers' lexical-semantic processing difficulty of different neological types. The scholastic inquiry is presented as to whether L1 Chinese speakers' real-time processing times are significantly different for different neological types coined by L2 learners. The study recruited 80 native Mandarin participants with at least secondary schooling background (age: 18-22). They were required to complete a self-paced reading with 40 independent critical sentences (4 neological types×10=40 in total) and 40 fillers operative on PClbex Farm, followed by answering a semantically related question after each sentence. All stimuli in each experiment were aligned with the Latin square design. Unexpectedly, contrary to the hypothesis that "forming non-existent words by clipping" might trigger the longest processing time, "existent structure but non-existent word" incurred the longest period on average. Furthermore, post hoc multiple comparisons of ANOVA substantiates that the participants' processing times were not significantly different between any two neological types, theoretically implying that L1 Chinese users were insensitive to between-type neological discrepancies despite manifesting a relative difference in processing time on average.

Bio: Yihang Zhong is interested in morpho-syntactic acquisition, psycholinguistics, cognitive linguistics, and systemic functional linguistics.

Investigation into the Positive Washback of Preparation Courses for Cambridge Exams KET-PET-FCE

Tiziana Lorenzet

Ca' Foscari University of Venice, Italy

Day: Saturday

Time: 13:30-14:00 (GMT 10:30-11:00)

Room: 1

Abstract: The term washback in Applied Linguistics means the effect of language testing on teaching and learning. The purpose of this research is to investigate the positive washback effect of language testing on learning and teaching the English language at micro level (participants and process). This study was conducted in 13 public and private schools in Italy, in which Cambridge exams preparation courses were organized in 2017.

It focused on the preparation phase of three Cambridge English Certifications (KET-PET-FCE) and it was conducted by adopting a mixed-methods research approach based on collection, triangulation and analysis of qualitative and quantitative primary data deriving from different sources (students, teachers, Cambridge examiners, teachers responsible for the courses) and collected through different instruments such as classroom observations, free conversations, an after-course student questionnaire, a post-exam student questionnaire, semi-structured interviews and open-ended interviews.

The first part of the presentation will focus on the study. After a brief introduction of the washback effect and of the Cambridge English exams, the research design and the main steps of the procedure will be described. Next, some relevant data from classroom observations, questionnaires, interviews, and graphs will be shown and analyzed.

The second part of the presentation will deal with the findings which verified the initial hypothesis: washback of Cambridge English Certifications produces positive and constructive processes during the preparation phase by stimulating students' pleasure in learning (interest, dedication, active participation, confidence) and teachers' pleasure in teaching. Finally, some specific aspects will be examined in depth.

In the light of the research findings, L2 teachers involved in language certifications could be encouraged to reflect on their way of teaching (teaching to the test or teaching the language at the level required by the test) and could become aware of students' perceptions and preferences.

Bio: Tiziana Lorenzet, Cambridge CELTA certified teacher and independent researcher, graduated in Oriental Languages and Literatures at Ca' Foscari University (Venice, Italy), has been teaching English, Arabic and Italian L2 for more than 20 years. Her research interests include neuroeducation, washback in language testing, material development, action research and translanguaging.

Being Chinese Online – Discursive (Re)production of Internet-Mediated Chinese National Identity

Zhiwei Wang

University of Edinburgh, UK

Day: Saturday

Time: 13:30-14:00 (GMT 10:30-11:00)

Room: 2

Abstract: A further investigation into how Chinese national(ist) discourses are daily (re)shaped online by diverse socio-political actors (especially ordinary users) can contribute to not only deeper understandings of Chinese national sentiments on the Chinese Internet but also richer insights into the socio-technical ecology of the contemporary Chinese digital (and physical) world. I propose an ethnographic methodology, with Sina Weibo (a Twitter-like microblogging site) and bilibili (a YouTube-like video-streaming platform) as ‘fieldsites’. The data collection method is virtual ethnographic observation on everyday national(ist) discussions on both platforms. Critical discourse analysis is employed to analyse data. From November 2021 to December 2022, I conducted 36 weeks’ digital ethnographic observations with 36 sets of fieldnotes. For 36 weeks’ observations, I concentrated much upon textual content created by ordinary users. Based on fieldnotes of the first week’s observations, I found multifarious national(ist) discourses on Sina Weibo and bilibili, targeted both at national ‘Others’ and ‘Us’, both on the historical and real-world dimension, both aligning with and differing from or even conflicting with official discourses, both direct national(ist) expressions and articulations of sentiments in the name of presentation of national(ist) attachments but for other purposes. Second, Sina Weibo and bilibili users have agency in interpreting and deploying concrete national(ist) discourses despite the leading role played by the government and two platforms in deciding on the basic framework of national expressions. Besides, there are also disputes and even quarrels between users in terms of explanations for concrete components of ‘nation-ness’ and (in)direct dissent to officially defined ‘mainstream’ discourses to some extent, though often expressed mundanely, discursively and playfully. Third, the (re)production process of national(ist) discourses on Sina Weibo and bilibili depends upon not only technical affordances and limitations of the two sites but also, to a larger degree, some established socio-political mechanisms and conventions in offline China.

Bio: Zhiwei Wang, PhD student in Sociology, School of Social and Political Science, University of Edinburgh, whose research topic is Internet-mediated Chinese national identity. He got an MA in Digital Media and Society from the University of Sheffield and a Bachelor of Literature in English (International Trade) from Hefei University of Technology.

How does productive vocabulary size change across CEFR levels? A descriptive study

Ferran Gesa

Universitat de Barcelona, Spain

Day: Saturday

Time: 13:30-14:00 (GMT 10:30-11:00)

Room: 3

Abstract: Vocabulary size (VS) has sometimes been related to both receptive and productive skills (e.g., Miralpeix & Muñoz, 2018; Stæhr, 2008). In addition, most research indicates that receptive VS tends to be larger than productive VS (e.g., Schmitt, 2014; Webb, 2008). Nevertheless, there is a very limited number of studies linking VS and the Common European Framework of Reference for languages (CEFR; Council of Europe, 2020). The existing studies on the subject matter hint at the idea that receptive VS increases as so does learners' CEFR level (e.g., Milton & Alexiou, 2009). However, the relationship between productive VS and the CEFR framework has remained underexplored.

To fill the existing research gap, 322 adult English as a foreign language (EFL) learners belonging to different proficiency levels first took the Oxford Placement Test (OPT; Allan, 2004) to know their CEFR level. In a follow-up session, they completed a randomised modified version of the Productive Vocabulary Levels Test (PVL; Laufer & Nation, 1999), evaluating their productive VS in five different word bands (2K, 3K, 5K, Academic Word List and 10K).

Descriptive statistics indicated that participants' productive VS ranged from just above 1,100 words at the A1 level to almost 6,850 words at the C2 level. Inferential statistics further proved that EFL learners' productive VS was closely related to their OPT scores ($r = .821$, $p < .001$). Moreover, there were significant differences across CEFR levels in the five bands the PVL is divided into (all $ps < .001$). However, post-hoc comparisons revealed that productive VS at the A1 and A2 levels did not differ substantially, and that fewer differences were found in the 10K word band. Findings provide insight into how L2 productive vocabulary breadth develops in EFL contexts and help to link CEFR descriptors to productive VS estimates.

Bio: Ferran Gesa, PhD, is a postdoctoral researcher at the Universitat de Barcelona and visiting scholar at the Universidad de La Rioja. His research interests include vocabulary acquisition through multimodal input, vocabulary breadth as well as the role of individual differences in foreign language learning.

Visual metadiscourse in Jordanian and Australian telecommunication advertisements

**Sharif Alghazo, Aseel Alshbeekat,
Khulood Al-Anbar, Ghaleb Rababah, and Marwan Jarrah**

University of Sharjah, Isra University & University of Jordan, UAE & Jordan

Day: Saturday

Time: 13:30-14:00 (GMT 10:30-11:00)

Room: 4

Abstract: Advertising is a powerful means of disseminating information about products and/or services to customers to convince them of buying. This study concerns itself with examining how advertisements are designed for that purpose in a Middle Eastern context and a Western one. The study, particularly, explores the similarities and/or differences in the use of visual metadiscourse in Jordanian and Australian telecommunication advertisements. To this end, the study analyses two sets of telecommunication advertisements (N = 30 in each set) for the use of visual metadiscourse markers. The data are analysed qualitatively following Kump's (2000) framework of visual metadiscourse. The results show that the Jordanian advertisements include more of the convention, expense, interpretation, and style categories of visual metadiscourse than do the Australian ones, while the Australian advertisements include more of first impression, chunking, consistency, and attraction categories than do the Jordanian ones. The findings also reveal that the two sets are similar in the use of heft and external skeleton categories. The study provides implications for multimodal media discourse analysis on how best to construct and analyse visual segments of media discourse.

Bio: Sharif Alghazo is Associate Professor of Applied Linguistics at the University of Sharjah. His research has appeared in journals such as *System*, *Ampersand*, and *Journal of Pragmatics*.

Aseel Alshbeekat is Assistant Professor of Linguistics at Isra University. She specialises in discourse analysis.

Khulood Al-Anbar is a part-time lecturer at the University of Jordan. Her research has appeared in journals such as *Topics in Linguistics & Humanities* and *Social Sciences Communications*.

Ghaleb Rababah is Professor of Linguistics at the University of Sharjah. His research has appeared in journals such as *Journal of Pragmatics* and *Journal of Psycholinguistic Research*.

Marwan Jarrah is Associate Professor of Linguistics at the University of Jordan. His research has appeared in journals such as *Lingua* and *Journal of Linguistics*.

Exploring Challenges in Medical Professionals' English Language Communication in a Saudi Hospital: An Ethnographic Study

Layal Alahmadi

University of Reading, UK

Day: Saturday

Time: 14:00-14:30 (GMT 11:00-11:30)

Room: 1

Abstract: In Saudi Arabia, hospitals have become diverse workplaces (Alhamami, 2020). As a result, English has joined (and in some places replaced) Arabic as the language of professional medical communication. When medical graduates begin their training in hospitals, they may even have to communicate with colleagues exclusively in English, which can cause communication problems, affect professional relationships, and possibly adverse impacts on patients. This has led to this study which investigates communication in English as a lingua franca (ELF) between medical professionals in a Saudi hospital. This study adopted a qualitative ethnographic approach for data collection, followed by discourse analysis. Data collected included a background information questionnaire, field notes, and audio recordings of naturally occurring conversations (doctors' meetings). The participants were Saudi and non-Saudi female and male medical professionals (doctors and nurses) working in a Saudi hospital. By drawing on an interactional sociolinguist framework to analyse audio recorded data of doctors' meeting, this study identified discourse resources that medical professionals utilized as they communicate in an ELF context. The results showed that humour, power, and code-switching were the prominent discourse resources used by medical professionals in the meetings. Saudi medical professionals need to be aware and prepared for English communicative demands of hospitals as early as possible. So, based on the results of this study, we provide recommendations on additions to the English for medical purposes curriculum in terms of the discourse resources that can help Saudi students meet pre-final targets in spoken English communication prior to graduation. The results also will contribute to the field of medical professional communication and discourse analysis and will add new insights into the existing body of knowledge.

Bio: Layal Alahmadi is currently a PhD candidate in the English Language and Applied Linguistics program at the University of Reading. My research focuses on medical communication and discourse analysis within the context of English as a Lingua franca. Additionally, I hold a position as a lecturer at the English Language Institute at Umm Al-Qura University.

A Sociolinguistic Study of Oath Expressions Produced by Hijazi Speakers in Saudi Arabia

Meead Ghafoori

Independent researcher, KSA

Day: Saturday

Time: 14:00-14:30 (GMT 11:00-11:30)

Room: 2

Abstract: Oaths are commonly used in everyday conversations. The current paper aims at sociolinguistically investigating the oath expressions utilized by Hijazi speakers in the Western province of Saudi Arabia. It also examines the sociolinguistic functions represented by oaths in different daily situations, taking gender and age into consideration. Adopting a corpus-based approach to the study of language variation, data were collected from several WhatsApp chat groups of a representative sample of Hijazi speakers, consisting of young adults (ages 18-35 years; n = 30), and middle-aged adults (ages 36-55 years, n = 30). A total of 168 messages were gathered over a period of 9 days. The classification of oath functions was adopted from Kiani's (1992) research. Qualitative analysis and descriptive statistics are provided to analyze and interpret the data. Regarding the gender of participants, the results revealed that the Hijazi females used more oath expressions than their male counterparts. Moreover, the results showed that the young Hijazi adults utilized more oath statements than the middle-aged Hijazi adults. The findings also showed that swearing by the name of Allah was the only way of expressing oaths by the Hijazi participants. Several sociolinguistic functions were achieved by oath-making, such as emphasizing a topic, proving the guiltiness of someone, and insisting on proving a claim. Further explanations are provided and the implications of the results are discussed.

Bio: Meead Ghafoori is an MA graduate of Linguistics at the Department of European Languages and Literature, King Abdulaziz University, Jeddah, SA. She obtained her MA from King Abdulaziz University on July 6th, 2021, while she obtained her BA from Umm Al-Qura University on June 24th, 2017. Her research interests are: critical discourse studies, pragmatics and child language acquisition.

Creativity and L2 semantic fluency in adult learners: An exploratory study

Almudena Fernández-Fontecha

University of La Rioja, Spain

Day: Saturday

Time: 14:00-14:30 (GMT 11:00-11:30)

Room: 3

Abstract: Creativity has been explored from various perspectives. From the cognitive lens, creativity is understood as the capacity to produce novel ideas and solutions to a problem (Guilford, 1959). Neurocognitive studies indicate that individuals with varying levels of creativity display differences in their semantic memory, resulting in increased associative fluency and originality (Beatty et al., 2020; Kenett & Faust, 2019). Furthermore, creative people demonstrate a more flexible semantic memory network structure (Kenett et al., 2018). However, the role of creativity in L2 acquisition has been widely overlooked until recently, when a new line of research, primarily in secondary education, has found that creativity is somehow related to L2 fluency (e.g., Albert & Kormos, 2011; Fernández-Fontecha, 2021; Fernández-Fontecha & Kenett, 2022; Suzuki et al., 2022). This study expands on previous research by examining the connection between creativity and EFL fluency of a group of 22 master's students at a Spanish university. Four EFL semantic fluency tasks were used to obtain the vocabulary activated in the learner's mental lexicon as a response to typically cohesive prompts (Animals, and Fruits and vegetables) and less cohesive prompts (Love and Travelling). Creativity is measured via the PIC-A divergent thinking test (Artola et al., 2012). Partial correlation analyses, where EFL proficiency was controlled, allowed to find that the high creativity group exhibited greater fluency across all categories, with a statistically significant correlation found specifically between creativity and the less cohesive categories (Love: $r = .468$, $p = .003$; Travelling: $r = .677$, $p < .001$). The most creative learners produced a wider variety of words and more uncommon responses. These findings align with existing research on creativity in L2 acquisition, particularly among younger learners, as well as with neurocognitive evidence. Although further research is needed, they shed light on the potential role of creativity in L2 learning.

Bio: Almudena Fernández-Fontecha is an associate professor at the University of La Rioja in Spain. Her research focuses on L2 vocabulary acquisition, and the role of individual differences, such as creativity, in language learning. She has published in international journals and contributed to edited volumes on vocabulary acquisition.



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A Study on the Discursive Strategies for International Communication Based on the Reports of “Silk Road E-commerce”

Tianyi Zhu and Jing Zhou

Wuhan University of Technology, China

Day: Sunday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 1

Abstract: The “Silk Road E-commerce” is an important measure to promote substantial cooperation in cross-broader e-commerce under the context of the Belt and Road Initiative. It was officially proposed in the Outline of the 14th Five Year Plan which accords with the principle of cooperation. As a new business model, “Silk Road E-commerce” has become an original focus in the economic and trade development among the countries along the routes. The coverage of “Silk Road e-commerce” has thus become an available channel for the country to make China’s voice better heard, and to present compelling China’s stories and images. Based on the reports of “Silk Road e-commerce” in the past three years, the paper intends to conduct a qualitative textual analysis from three dimensions of the Discourse-Historical Approach (Wodak, 2009), namely discourse content, discourse strategy and its linguistic features. The commonalities of those texts lie in the content of “cooperation” and “development” as well as some explicit linguistic features of metaphor, deixis, predicates with associative meanings etc. By means of quantitative data, high-frequency language patterns are retrieved to summarize the discursive strategies adopted in the “Silk Road E-commerce” texts. Besides, elements including cultural differences, expectations of the audience and achievements are taken into consideration to examine the availability and effectiveness of discourse strategies adopted for international communication. The paper aims to enrich current studies of “Silk Road E-commerce” on linguistics, and additionally, attempts to provide some effective discursive strategies and linguistic paths for international communication, so as to further promote the construction of the international discourse system.

Bio: Tianyi Zhu, a master of Wuhan University of Technology, majored in applied linguistics, discourse analysis and cognitive linguistics.

Jing Zhou, a doctor of linguistics, an associate professor in the school of Foreign Languages, Wuhan University of Technology.

Investigating the effects of academic emotions on LMOOC satisfaction among college English learners

Zhou Yu

Hunan university, China

Day: Sunday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 2

Abstract: With the construction of online open courses in universities, language MOOC has made great development. However, compared with traditional education, web-based MOOC learning also brings challenges, causing psychological stress and emotional isolation, which in turn affect learning satisfaction. With the changes of students' positive emotions in MOOC, previous studies have been inadequate in examining students' LMOOC satisfaction from cognitive and affective perspectives.

Therefore, the study aims to explore the relationships between university students' control-value appraisals, academic emotions and LMOOC satisfaction based on the Control-Value Theory. This study used a mixed-method approach, conducting a questionnaire survey on 361 Chinese undergraduates who have enrolled in LMOOC and implementing semi-structured interviews with seven of them. The study used SPSS 25.0 to conduct descriptive analysis, correlation analysis, regression analysis and mediation analysis on the questionnaire data, and content analysis on the interview to verify the questionnaire results.

The results showed that (1) Generally, university students perceived moderate to high levels of control-value appraisals and LMOOC learning satisfaction. They reported higher levels of positive emotions, while levels of negative emotions were lower. (2) Control-value appraisals positively predicted positive emotions and LMOOC satisfaction, negatively predicted negative emotions. (3) Positive emotions positively influenced LMOOC satisfaction; negative emotions negatively affected LMOOC satisfaction. (4) Achievement emotions had partial mediating effects between control-value appraisals and LMOOC satisfaction.

This study examined the effects of control-value appraisals and achievement emotions on LMOOC satisfaction of university students, supporting the Control-Value Theory. Practically, this paper provided recommendations to increase positive emotions and learner satisfaction, which may serve as a useful guide to foster students' beneficial emotional experiences and LMOOC learning performance, providing pedagogical implications for future blended English learning.

Bio: Zhou Yu, a graduate student from Hunan university, China, majors in Applied Linguistics. The author is interested in language acquisition, computer assisted language learning, and positive psychology.

Interdiscursivity and cybermemorial: A genre analysis of online tributes to the death of the academic celebrity

Chuanlin Liao

Peking University, China

Day: Sunday

Time: 11:00-11:30 (GMT 8:00-8:30)

Room: 3

Abstract: Prior research has examined various posthumous texts such as death notices, obituaries, and condolence messages, treating them as a particular genre, consisting of a sequence of moves or involving recurrent patterns (e.g., Afful, 2012; Askildson, 2007; Behnam, 2015; Elekaei, Faramarzi, & Tabrizi, 2015; Ondimu, 2014). However, few studies investigated the posthumous discourse as an emerging hybridized genre (Moore, 2002), and little attention has been paid to tributes. This study aims to explore the generic structure of the genre and interdiscursive characteristics of the online tribute written by the academic community to the death of M.A.K. Halliday and to see how these characteristics are related to the construction of Halliday's posthumous reputation in these tributes. Drawing on the corpus-based move analysis (Upton & Cohen, 2009) and appraisal analysis (Martin & White, 2005), this study analyzes 83 online tributes to the death of M.A.K. Halliday, including 78 personal tributes from individuals and 5 official tributes from institutions. The result shows that these tributes present as a hybrid genre with interdiscursive features of recounting, promotion, and mourning. While the feature of mourning shows the grief expressed by the academic community, the features of recounting and promotion construct Halliday's reputation as a scholar in terms of his academic and personality reputation and as a teacher with patience, generosity, and support, which is amplified by the frequent use of up-scaled positive attitudinal resources.

Bio: Chuanlin Liao is a Ph.D. student from the Institute of Linguistics & Applied Linguistics, at Peking University. Her research interest is discourse analysis.

Connecting Academic and Professional Genres: Rhetorical Analysis of the Job Interview for a Faculty Position

Imane Tiaiba

Bordj Bou Arreridj University, Algeria

Day: Sunday

Time: 15:00-15:30 (GMT 12:00-12:30)

Room: 1

Abstract: A wide range of studies of discourse analysis has been conducted exploring academic and professional genres (e.g., Bhatia, 1993, Hyland, 2007; Swales, 1990, and others). Findings of previous investigations have directed research towards abundant pathways for analysing other professional and academic genres of written and spoken forms. The job interview can be regarded as a business meeting that consists of a number of phases or moves depending on the organisation or institution in which the interview is held. This study aims at investigating the move structures of the faculty hiring interviews using Genre analysis theory drawing on the relevant literature. For that aim, a corpus of twenty authentic job interviews held at two Algerian universities are analysed to identify the communication purposes and overall schematic structure of faculty hiring interviews for an EFL assistant lecturer position. Findings revealed that at the macro level, the questions posed by the faculty hiring committees during the interviews can be classified into four major prototypical rhetorical moves: Self-introduction, research-presentation, negotiating expertise and position-related tasks and future plan incorporating a number of steps in each move. The study outcomes can significantly contribute to connecting the academic genre with the professional one. In the light of findings, pedagogical implications and new research directions are proposed.

Bio: Imane Tiaiba received her PhD in Linguistics and English Didactics from Algiers 2 University; and her Magister degree in ESP, majoring in Business English from Setif 2 University. During her early career, she worked in secondary school. After post-graduation, she became an assistant lecturer in the Department of English Language and Literature, Setif 2 University. She is currently an Associate Lecturer at Bordj Bou Arreridj University. She also works as an expert at some Algerian Journals and regularly takes part in national and international events. She has authored a number of research articles. Her areas of interest include ELT, ESP, academic writing, discourse analysis, e-Learning and educational technology.

EFL Students' Perceptions of Chatbots as Virtual Language Tutors in Mobile Apps

Jose Belda-Medina and Vendula Kokošková

University of Alicante & University of West Bohemia, Spain & Czech Republic

Day: Sunday

Time: 15:00-15:30 (GMT 12:00-12:30)

Room: 2

Abstract: The expansion of Artificial Intelligence (AI) in language learning has led to a wide variety of chatbot applications, including intelligent conversational agents, virtual tutors in social networks and mobile apps, and standalone tools. While numerous studies have examined the benefits and limitations of chatbot-human interaction, there is a lack of specific models to evaluate such interactions in Intelligent Computer-Assisted Language Learning (ICALL) contexts. This paper introduces the Chatbot-Human Interaction Satisfaction Model (CHISM) as a tool to predict learners' acceptance and satisfaction with chatbots. CHISM consists of 15 items grouped into two dimensions: linguistic and technological. These dimensions encompass various aspects like usefulness, enjoyment, engagement, and intention. To assess the model's effectiveness, 176 EFL teacher candidates engaged with different chatbots (text-based and/or voice-enabled) for one month, using diverse topics, sentence patterns, and vocabulary examples. Participants evaluated the chatbots' performance based on language accuracy, response interval, speech recognition, and human-like conversation within the CHISM framework. They submitted chatbot interaction transcripts and assessment reports using a rubric. Additionally, the affordances and challenges of integrating chatbots into language learning were discussed during class sessions. The research employed a mixed-methods approach, collecting both quantitative and qualitative data through pre-post-surveys, thematic analysis, and class discussions. The analysis revealed positive user satisfaction with the chatbots, although statistical differences emerged concerning linguistic factors such as vocabulary range and off-topic discussions, as well as technological aspects like customizable interfaces. The study emphasizes the potential of the CHISM model in predicting learners' acceptance and satisfaction with chatbots in language learning. The findings underscored positive user experiences and shed light on crucial linguistic and technological considerations. By addressing the need for specific evaluation models in ICALL, this research contributes to the advancement of effective chatbot integration in language learning environments.

Bio: Jose Belda Medina is a Senior Lecturer at the University of Alicante (Spain), specializing in Applied Linguistics and CALL. With extensive teaching and research experience, he has published widely and currently leads the Digital Language Learning (DL2) research group.

Vendula Kokošková is Head of the English Department in the Institute of Applied Linguistics at the University of West Bohemian in Plzen (Czech Republic). Her research interests are Foreign Language Teaching and Educational Technology.

The Saudi Novel Corpus and its Potential Uses in Linguistics and Stylistics Research

Tareq Alfraidi

Islamic University of Madinah, KSA

Day: Sunday

Time: 15:00-15:30 (GMT 12:00-12:30)

Room: 3

Abstract: Although different types of Arabic corpora have been created and made available, corpora of Arabic fictional texts (i.e., novels) are undeniably overlooked. Online Arabic newspapers are the leading genre to be considered by Corpora compilers (Al-Thubaity, 2015; El-Khair, 2016). This has led to the absence of corpus stylistics research; a relatively innovative interdisciplinary area (Biber, 2011; Mahlberg, 2012) in Arabic. In previous work, such a lacuna has motivated us to create the first version of the Saudi Novel Corpus (SNCorpus) to contribute to the analysis of Saudi literary works and facilitate stylistic and linguistic studies in this area (Alfraidi et al., 2022). To prove the usefulness of the corpus, we aim at:

1. reporting some prospective areas of research in which the corpus might be fruitfully used;
2. reporting some results that emerged from the analysis of the corpus content.

To achieve the first aim, we will propose specific areas where the corpus may be utilized effectively. This includes the use of the corpus in the field of stylistics, genre studies, educational contexts, and dictionaries' construction.

To fulfill the second aim, we will present the main results that emerged from the empirical investigation of SNCorpus, which comprises around 3.1 million words. Applying some corpus techniques, several patterns relating to the contextual behavior of words and phrases were identified and analyzed from a corpus perspective. Some initial findings indicate the dominance of the past tense verb when narrating events/actions. We also identified the frequencies of some words/phrases associated to particular semantic fields (e.g., body parts, place, time,). In addition, we found that the lemma 'nafs' is the most frequent content word, which may express several meanings and functions, the most common of which is acting as a reflexive marker.

We anticipate this work will prove valuable to research communities in the fields of Arabic stylistics and linguistics.

Bio: Tareq Alfraidi received his B.E. (2003) and MA (2007) degrees from Islamic University of Madinah, Saudi Arabia. Then, he received his PhD from Exeter University, UK (2017). He currently works as an Associate Professor of Linguistics at Islamic University of Madinah. His research interests focus on Modern Arabic Linguistics, Linguistics theories (especially Functional Linguistics), and Corpus Linguistics.

The Role of Biliteracy on Bilingual Children's Executive Function

Areej Alotaibi

Taif University, KSA

Day: Sunday

Time: 15:00-15:30 (GMT 12:00-12:30)

Room: 4

Abstract: The impact of bilingualism upon cognition has been investigated extensively. However, the effects of biliteracy have not been examined to the same degree. The main aim of the current study is to investigate the role of biliteracy in the performance of bilingual children with regard to several executive function measures. The second objective is to compare the performance of both bilingual and monolingual children in relation to their executive function. Three groups of children, whose ages range between 7;1 and 11;7, participated in the study. Two of the groups comprised Arabic-English bilingual children living in the UK: biliterate bilingual children ($n = 11$) who can read and write in two languages, and monoliterate bilingual children ($n = 10$) who are able to read and write in only one language. Meanwhile, the third group consisted of Arabic monolingual children ($n = 8$) living in Saudi Arabia. A language background questionnaire was filled out by the parents of the participants. The children completed four language assessments and three experimental tasks tapping into several executive function components such as working memory, inhibitory control, and switching and mixing. The findings show no significant differences between the groups in respect of working memory and switching. There are mixed findings for inhibitory control that might be attributed to task-specific issues. However, the correlational analysis revealed a positive correlation between the Arabic reading ability score and the inhibitory control performance of biliterate bilingual children. Specifically, children with better Arabic reading ability scores exhibited better performance in the inhibitory control task.

Bio: Areej Turki Alotaibi is an English Language Lecturer at Taif University in Saudi Arabia. She holds a master's degree in applied Linguistics from University College London. Her research interests are focused around second language acquisition, bilingualism and cognitive skills.

But No One Else in My Room: Preventing Cheating in At-home Tests Using 360 Camera

Alaa Saleh and Emad Alghamdi

King Abdul Aziz University, KSA

Day: Sunday

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

Room: 1

Abstract: The recent advances and sophistication of online technologies have encouraged more adaptation of remote testing systems in higher education. However, current online proctoring technologies fall short of sufficiently securing online testing integrity and security. In this current research, we will explore how the use of 360 video cameras can mitigate cheating in at-home testing settings and the associated perception and beliefs of adopting such technology on test takers. To accomplish this aim, we will adopt an explanatory sequential mixed-methods research, starting with a quantitative experimental phase involving 20 students and six teachers. In this phase, we will divide the students into two groups: the cheater group and the genuine group. On the other hand, the teachers should detect the cheater's group via 360 video cameras. Semi-structured interviews with the teachers will follow this phase to explore their perceptions of using these cameras. The quantitative data will be analyzed statistically using SPSS, and the transcribed interviews will be coded using NVivo software after which a thematic analysis will be used to reveal the emerging themes related to teachers' perceptions of the use of 360 video cameras. The outcomes of this study will help teachers to detect and prevent cheating in at-home and online exams. Adding to that, the results will assist the stockholders to identify teachers' challenges of the use of such a cheating detector method. Finally, the findings will provide insight into the impact of using 360 video cameras on teachers' satisfaction. These results will help the organizations, policymakers, and coordinators in solving the cheating problem among students.

Bio: Alaa Saleh is an L2 language researcher. She holds a Master's degree in TESOL from King Abdul Aziz University. She reviewed some articles in international journals. She is currently a researcher. Her research interests include Online Learning, Distance Learning, Teaching Methodology, Teaching Young Learners, Technology in Language Education, Cheating, Quantitative and Qualitative methods, and mixed methods.

Emad Alghamdi holds a Ph.D. in computational linguistics from the University of Melbourne. His research interests are in Text and Task Complexity, Video Understanding, NLP, CV, and Machine Learning. He is the founding director of AI in Language Learning and Assessment Lab <http://www.ailla.tech>.

Telecollaboration: A 21st century language teaching approach? A meta-analysis

Pawel Andrejczuk

University of Valencia, Spain

Day: Sunday

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

Room: 2

Abstract: The recent unprecedented global events, including emergency remote teaching, led to an exponential growth of interest in telecollaboration (TC) among practitioners and researchers, evidenced, among others, by the growing number of publications devoted to this topic (Barbosa & Ferreira-Lopes, 2021). This attention is drawn, in particular, by numerous promises associated with TC projects, such as cultural, linguistic, and social gains (Dolly, 2017; Lewis & O'Dowd, 2016). However, such complex and dynamic exchanges also have several limitations. Consequently, a significant number of parties might struggle to make sense of the vast body of knowledge available on the topic and properly implement such undertakings.

To address this issue, this study adopts a meta-analytical approach (Norris & Ortega, 2006) and provides a synthesis of the recently published research on TC. The reviewed sample comprises 38 journal articles devoted to English as a lingua franca TC projects, published between 2016 and 2021. The results of these articles are presented in a consolidated and easily understandable manner that permits all interested parties to quickly and efficiently examine the newest findings of the literature and apply them accordingly in real-life conditions. This, in turn, facilitates the implementation of good practices and the organization of future TC exchanges.

The findings of this study cover multiple variables of TC projects, in particular, the learner- and project-related ones. Moreover, advantages and disadvantages of TC exchanges are summarized. The results are also extrapolated to tandem TC projects, correspond to the notions of bi- and multilingualism, and address the ever-increasing diversity in foreign language classrooms. Consequently, this paper significantly contributes to the ongoing debate on the future of foreign/second language education that will shape the generations.

Bio: Pawel Andrejczuk is PhD student in Applied Linguistics at the University of Valencia, Spain. Researcher, guest lecturer, and project member at five European universities. Gained professional experience in multiple research centers, branches of public administration, and NGOs worldwide. Polyglot of five languages. Academic interests: applied linguistics, second/foreign language acquisition, computer- and mobile-assisted language learning (CALL/MALL), telecollaboration, English as a lingua franca, and individual learner differences.

The L2 knowledge and processing of Arabic grammatical gender: L1s English and French

Kholoud Al-Thubaiti

Umm Al-Qura University, KSA

Day: Sunday

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

Room: 3

Abstract: The role of first language (L1) is debated in the second language (L2) literature; while poor L2 performance is predicted when gender features are absent in L1 (Hawkins & Franceschina, 2004) or different from L1 (Sabourin, Stowe, & De Haan, 2006), successful L2 performance has been documented regardless of L1 (e.g., Hopp, 2013).

This study investigated L1 effects on the L2 knowledge and processing of verbal gender agreement in standard Arabic. The verb should show gender agreement with the subject noun in pre-verbal and postverbal positions. The prefix {ta-} on the imperfective verb form marks gender agreement with feminine 3rd person singular nouns (1b).

(1) a. ya-ktubu al-mu allim 3SM-write.IPFV the-teacher.SM

b. ta-ktubu al-mu allim-a 3SF-write.IPFV the-teacher-SF 'The teacher writes.'

The feminine gender on nouns is often overtly marked by the suffix {-a}. The feminine and masculine nouns do not always have similar roots (1a-b). Most animal names form a pair of distinct lexical morphemes (e.g., amal 'camel.M' vs. naq-a 'camel.F').

The study sample had 85 L1 Arabic controls, 25 L1 French (+ gender), and 25 L1 English (– gender). The L2 learners had comparable intermediate Arabic proficiency. They were tested using an online grammaticality judgment task (56 sentences); the stimuli tested 3 factors: gender (masculine vs. feminine), noun root (same vs. different), and verb-subject agreement (matched vs. mismatched). They marked their response as possible, impossible, or not sure.

Results from mixed-effects modelling showed no significant effect for the L1 background, challenging L1 transfer accounts. Unlike L1 Arabic, the French and English groups showed lower accuracy on the mismatched condition. Their accuracy was comparable across gender, but incomparable across root types. They showed lower accuracy on stimuli with subject nouns that have distinct feminine and masculine roots. The L2 groups showed comparable reaction times for agreement conditions across gender and root types.

Bio: Kholoud A. Al-Thubaiti is Associate Professor of Applied Linguistics. Her research concentrates on the second language acquisition of morpho-syntax and semantics. Her research also investigates the long-term effects of age of onset on L2 acquisition in an instructed environment. Her most recent publications appeared in Second Language Research, and The International Review of Applied Linguistics in Language Teaching.

A Comparison of Online Advertisements in Two Saudi Delivery Companies during the Coronavirus Pandemic: A Multimodal Discourse Analysis

Zainab Alghamdi

Dar Al-Hekma University, KSA

Day: Sunday

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

Room: 4

Abstract: Advertisements have become a critical issue in multimodal discourse analysis studies across cultures as a result of their powerful impact on customers' decision making (Arlini, 2020; Alkhalil, 2018; Baykal, 2016; Evelyn, 2019; Taher, 2019). Since the need to deliver services online has increased during the Coronavirus pandemic, many companies have offered their services using various designs of multimodal images to interact with their customers. However, no one has as yet investigated the way in which companies design their advertisements during the advent of the 2020 pandemic. This study applied a multimodal discourse analysis to examine the similarities and differences in online advertisements of two Saudi delivery companies, Marsool and Nana, during the Coronavirus pandemic. In order to examine these advertisements, six images were collected from Marsool and Nana accounts on Twitter from 1st of April 2020 to 29th of July 2020. Data were analyzed using Visual grammar theory by Kress and van Leeuwen (1996), focusing on interactive meaning composed of four factor which are contact, social distance, attitude of an image and multimodality markers. Systemic Functional Linguistics (SFL) by Halliday (1994) was adopted to examine the interpersonal meta-function of text which indicates the choice of imperative or indicative moods. By analyzing interpersonal and interactive meanings presented in the selective advertisements, this study revealed that every company has a different orientation and, in turn, the choice of each element in the advertisements serves a particular purpose and the objectives of the companies themselves. Also, the study highlighted the strategies of communication with customers that Saudi companies adopt during times of crisis and emergency; in particular, how multimodal advertisements show the competition between Saudi companies during Coronavirus pandemic to persuade people to choose the service using different strategies.

Bio: Zainab Alghamdi holds an MA in linguistics from KAU. She has been teaching English for six years. She is an administrative assistant at DAH. She is a writer in Macca and Alwatan. She is interested in discourse analysis, pragmatics, and Arabic dialects. Thus, she seeks to contribute to different areas of research and participate in forums/conferences.

Poster Presentations



Chinese EFL Speakers' Cognitive Construal & Morpho-syntactic Acquisition of Pseudo-passive Construction

Yihang Zhong

The Chinese University of Hong Kong, China

Day: Sunday

Time: 11:30-11:50 (GMT 08:30-08:50)

Room: 1

Abstract: The theoretical underpinning of pseudo-passivity abounds in the fields of generative linguistics and comparative typology. However, the cognitive construal and morpho-syntactic acquisition of ungrammatical English pseudo-passive constructions by Chinese EFL learners with different proficiency levels have never been investigated. It is thus theoretically worthwhile to examine if proficiency level modulates constructional acceptability and cognitive construal, thus inferring Chinese EFL learners' morpho-syntactic acquisition stages of pseudo-passivity. Theoretical results may serve to formulate pedagogical strategies to advance learners' meta-understanding of pseudo-passivity. To fill in the research gap, the study recruited 120 Chinese EFL learners with different proficiency levels and 40 native English speakers to complete a grammaticality judgment test with an acceptance judgment scale from -2 to 2 for each of 40 ungrammatical pseudo-passive constructions and 10 fillers. After reporting the acceptability rate of each type of ungrammatical construction, it was found that higher proficiency levels significantly correlated with a firmer rejection of pseudo-passivity and cognitive construal in a more target-like manner. The results also reveal significantly asymmetrical acceptance levels between two types of target ungrammatical constructions for low- ($p = .002$) and medium-proficiency ($p < .001$) groups, which demonstrates the effect of target type on grammaticality judgment and acquisition of morpho-syntax.

Bio: Yihang Zhong is interested in morpho-syntactic acquisition, psycholinguistics, cognitive linguistics, and systemic functional linguistics.

The Verbalization of Hijazi Culture in Proverbs

Meead Ghafoori

Independent researcher, KSA

Day: Sunday

Time: 11:30-11:50 (GMT 8:30-8:50)

Room: 2

Abstract: Any language is a reflection of a nation's values, attitudes and beliefs. A number of studies have been conducted on how social values of a particular community are reflected in proverbs (Ahmed, 2005; Dagnew & Wodajo, 2014; Dawaghreh & Tengku-Sepora, 2020). Nonetheless, very little is known about the representation of cultural values of Arabic societies in proverbs. Thus, the research aims to investigate the figurative meanings and examine the social values represented in urban Hijazi proverbs. It also explores the use of proverbs among 80 Hijazi speakers ($m = 40$; $f = 40$), paying attention to such variables as gender and age. The study is based on a collection of 10 authentic Hijazi proverbs, gathered from a number of sources: online websites, an interview with three old native speakers of Hijazi, and the researcher's repertoire of proverbs. A questionnaire is devised and sent online to answer the research questions of which gender and age group utilize more proverbs in speech. The Hijazi proverbs are qualitatively analyzed from the perspective of Speech Act Theory proposed by Austin (1962), the theories developed by Halliday (1977) of denotative and connotative levels of meaning, and the researcher's emic perspective. Moreover, a quantitative analysis using Microsoft Excel program is performed to interpret the data. Results reveal that the proverbs reflect the cultural values of Hijazi society. Furthermore, the findings derived from the questionnaire show that old Hijazi participants utilize more proverbs than teenage speakers who do not recognize all the proverbs, nor do they interpret them appropriately. Additionally, Hijazi females seem to employ more proverbs in their speech than their male counterparts. Further explanations are provided, and the implications of the results are discussed.

Bio: Meead Ghafoori is an MA graduate of Linguistics at the Department of European Languages and Literature, King Abdulaziz University, Jeddah, SA. She obtained her MA from King Abdulaziz University on July 6th, 2021, while she obtained her BA from Umm Al-Qura University on June 24th, 2017. Her research interests are: critical discourse studies, pragmatics and child language acquisition.

Stylistic Study of the Selected Keywords in The Alchemist: A Corpus Based Study

Aisha Aslam and Muhammad Ajmal

Independent researcher & Qurtuba University, Pakistan

Day: Sunday

Time: 11:30-11:50 (GMT 8:30-8:50)

Room: 3

Abstract: The study aims at investigating the singular and plural keywords in Paulo Coelho's *The Alchemist*. Although research has been done on various aspects of *The Alchemist* from either a psychological or literary perspective, no such study has been done to investigate the linguistic features of the novel using the corpus stylistic approach. The study looks at the selected keywords of *The Alchemist* from a lexicogrammatical perspective to identify the linguistic patterns and features that make this novel unique when compared with the other novels of Paulo Coelho. The data consisted of machine-readable texts of *The Alchemist* and five other novels of the same author. AntConc 3.5.7 was used for the analyses and the singular and plural forms of the selected keywords were analyzed. The analysis was carried out using a lexicogrammatical approach and the related concepts of colligation and lexical priming were used as the basic concepts to analyse the keywords. The results showed that the different grammatical forms of the same lexeme contribute to the textual meaning of a certain literary text that adds to its uniqueness.

Bio: Aisha Aslam is a CELTA Certified, seasoned ESL Instructor, IELTS Coach and Teacher Trainer. She holds an MPhil in Applied Linguistics. Her research interests are in Corpus Linguistics, Teaching of Grammar and Writing and Translation Studies. She has presented at international conferences and is a published author and researcher.

Ajmal currently serves as Associate Professor at the Department of Linguistics at the Qurtuba University. He was the recipient of the prestigious research grant to complete his doctoral research work at the University of Heidelberg, Germany. His research interests lie in Corpus Linguistics, Stylistics and Discourse Analysis.

Using Forensic Linguistic Analysis to Examine Amber Heard's Final Testimony in Depp/Heard Case (Virginia 2022)

**Alhanouf Aldawsari, Ftoon Khaled Alqahtani and Hajar
Khalifa Al Sultan**

King Faisal University, KSA

Day: Sunday

Time: 11:30-11:50 (GMT 8:30-8:50)

Room: 4

Abstract: This research builds upon forensic linguistic analysis and discursive approaches to examine Amber Heard's final testimony in Depp/Heard case. The data was collected using multimodal data analysis methods and focused on the interaction between the defendant (Heard) and the attorney (Vasquez) and the language being used during the testimony. By applying Gee's discourse (the big D discourse and the small d discourse), the preliminary analysis reveals that language-use and the non-verbal communication, such as, body language, facial expressions, and appearance, play a major role in courtroom cross-examination. Both the defendant and the attorney employed particular linguistic features, such as repetition, minimization, indirectness, Gaslighting, short answers purposefully to manipulate and/or to act in a certain way and convey an untold intention to win the case.

The systematic identification of these linguistic features and the non-verbal communication offer insights into how linguistic resources and patterns are used in those contexts, and thus how forensic linguistics can contribute to assist investigations and give evidence in court.

Bio: Alhanouf Aldawsari, a senior student at King Faisal University, English language department. Was born in 2000. She is interested in discourse analysis and believes that there is no limit on what she can achieve, that's why she always tries to catch amazing opportunities.

Ftoon Alqahtani, an English language senior student at King Faisal University. an open-minded, creative, enthusiastic, curious person who enjoys learning and exploring new fields. She aspires to be a very known content creator. She is also very interested in literature, music and art.

Hajar Khalifa Al Sultan is assistant professor of Culture and ESL/EFL Education at King Faisal University. Her research interests include second language acquisition, literacy, ESL/EFL, sociolinguistics, and qualitative methodologies (discourse analysis & conversation analysis). Her research draws upon discursive approaches and focuses on both oral and written discourse of Arabic-English bi/multilingual speakers, mainly their language practices and choices within academic and/or mundane social interaction.

**The Effectiveness of Texting on Enriching Saudi EFL College Students'
Vocabulary Repertoire**

Yasamiyan Alolaywi and Shatha Alkhalaf

Qassim University, KSA

Day: Sunday

Time: 11:50-12:10 (GMT 8:50-9:10)

Room: 2

Abstract: This research study aimed to investigate the effectiveness of texting on Saudi EFL college students' English vocabulary repertoire. The research was conducted on a vocabulary-building class of the intensive course program (ICP) at Qassim University. A total of 80 students participated in the study. The study employed an experimental approach with pre-test/post-test design to measure the effect of texting on the students' English vocabulary knowledge. The class was randomly divided into two groups, the experimental group, and the control group. Both groups were invited to Telegram groups in which they had to respond to a pre-test at the beginning, then a post-test eight weeks later. The experimental group had a daily conversation with the instructor and with each other in their Telegram group. The conversation took place by texting only with sharing photos sparingly. On the other hand, the control group remained silent in their Telegram group during the whole period. After eight weeks, both groups were asked to participate in a post-test. The findings of the study revealed that the experimental group showed a significant improvement in their English vocabulary knowledge compared to the control group and the difference was statistically significant ($p < .05$). The results of the study showed that texting can be an effective tool to enhance students' English vocabulary knowledge. The results also suggested that texting can be an effective tool for language teachers to use in their classrooms to improve students' language skills.

Bio: Yasamiyan Saleh Alolaywi is an Assistant Professor of Applied Linguistics, Department of English and Translation, College of Science and Arts, Qassim University, Saudi Arabia. Her research interests include second language acquisition, pragmatics, and translation. Dr. Alolaywi has presented research at national and international conferences.

Shatha Ahmed Alkhalaf is an Assistant Professor of Applied Linguistics, Department of English and Translation, College of Sciences and Arts, Qassim University, Saudi Arabia. She has taught various linguistics courses, such as Discourse Analysis and Second Language Acquisition. Furthermore, she offers online courses concerning improving the English language, especially English speaking skills. She is actively involved in speaking challenges research.

Corpus Study on “Community of Shared Future for Mankind” under Transitivity System

Chenlong Luo and Ziyue Tian

**Sichuan International Studies University & Wuhan University of Technology,
China**

Day: Sunday

Time: 11:30-11:50 (GMT 8:30-8:50)

Room: 3

Abstract: In recent years, more and more studies have been conducted to explore the realisation of China Image. “A community of shared future for mankind”, as a concise language symbol for the construction of China Image in the news discourses, has exerted a wide range of influence around the world.

In order to study the construction of China Image, this research uses the corpus paradigm to analyse the construction of China Image in “A Community of Shared Future for Mankind” news discourses of American mainstream media from the perspective of transitivity system. In this study, the texts on “A Community of Shared Future for Mankind” are selected from mainstream media of the US, such as The Wall Street Journal, The Financial Times, New York Times, Times, The Washington Post, etc., and with “China/ shared future/community” as the key words for the collection. Free Claws web tagger, Editplus 3.0, Tokernizer, AntConc 4.0.2 and UAM Corpus Tool 6.2e are used to clean, segment, tag and create A Community of Shared Future for Mankind News Discourse (ACOSFFMND) corpus project. The realisations and distribution of processes and participants elements will be analysed to explore the realising means of “A Community of Shared Future for Mankind” news discourses of mainstream media in the United States.

Theoretically, this research studies the national image construction based on a corpus-based quantitative study from a new perspective-transitivity and is a good application of SFL theory in discourse analysis. Practically, this study reveals the distribution of transitivity components in US media reports, and news reports writing skills, which also provides valuable references for China to spread Chinese stories.

Bio: Luo Chenlong is a post-graduate student at Sichuan International Studies University, specializing in International Relations. With a keen interest in global affairs and diplomacy, Chenlong strives to deepen his understanding of international dynamics and contribute to fostering peaceful and cooperative relationships among nations.

Tian Ziyue is a post-graduate student at Wuhan University of Technology, majoring in Master of Translation and Interpretation, detail-oriented, organized, and possess excellent communication skills and a great love for literary translation.



Invited Colloquium



Innovative Methods in Corpus Linguistics Research

Day: Saturday

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

Room: 4

Overview

The aim of this symposium is to showcase examples of innovative research and best practice in the area of corpus linguistics, as well as work at the interface between corpus analysis and other areas of linguistics (e.g., health communication or language education). The symposium seeks to highlight the breadth of the current work within the field, with the invited talks demonstrating how corpus-based projects can draw on a range of methodologies and types of data. The three invited talks create a platform for discussion around innovation in applied linguistics research, providing examples of questions and issues that can be explored by means of corpora. The symposium will end with a Q&A session, enabling the audience to ask questions and offer their own research ideas.

Moderator

Dr Paweł Szudarski,

University of Nottingham



Paweł is Assistant Professor in Applied Linguistics at the University of Nottingham, UK. He works in the areas of second language acquisition, corpus linguistics and TESOL, focusing in particular on the acquisition of vocabulary and phraseology by second/foreign language learners. His other interests include corpus-based analysis, replication research, and distance learning.

Invited talks

Challenges and innovations in corpus linguistics and casual conversation

In this talk, I will discuss some of the applications of corpus methods for the analysis of casual conversation. Drawing on recent examples from research into variation and change in the Spoken British National Corpora, I draw attention to contemporary challenges and recent innovations in the design, construction and analysis of spoken corpora.

Dr Robbie Love,

Aston University



Dr Robbie Love is Lecturer in English Language in the School of Social Sciences and Humanities at Aston University, UK. He has research interests in the application of corpus linguistics and discourse analysis to the study of contemporary English in contexts including casual conversation and public communications.

Approaches to researching the reception of public health messaging: Lessons from the Coronavirus pandemic

Insights from a study of UK Coronavirus messaging highlight the advantages of integrating responsible research approaches, including community-focused and privacy-preserving research, in corpus linguistic analysis. By enabling the identification of barriers to health messaging reception and uptake, these approaches are valuable to all those communicating health threats to the public.

Dr Emma McClaughlin,
University of Nottingham



Dr Emma McClaughlin is a Research Fellow in Corpus Linguistics at The University of Nottingham. With a focus on health inequalities and health literacies, her research has examined menstrual health discourses, coronavirus public messaging, and avian influenza biosecurity communication. Her work aims to inform evidence-based interventions to improve health communications.

Corpus linguistics and language education: Engaging stakeholders and bridging practices

Corpus linguistics (CL) occupies an important space in the language teaching industry, but the specific ways in which English language teaching (ELT) stakeholders use CL research to inform materials and assessment development are under-researched. This talk brings together investigations of the use of CL by a major international ELT publisher, assessment developer, and English language teachers. In doing so, it discusses findings from CL analyses of spoken language, and in-depth interviews and workshops with editors, assessment developers, and language teachers. Among the findings, key questions emerge surrounding language models, native-speaker norms, issues of representation, and the alignment of key stakeholder perspectives.

Dr Niall Curry,

Manchester Metropolitan University



Dr Niall Curry is a Senior Lecturer at Manchester Metropolitan University, specialising in corpus and applied linguistics, contrastive linguistics, discourse analysis, and TESOL. He has been PI and Co-I on a number of projects, funded by the UKRI and the Cambridge Funded Research Programme. He is Co-Series Editor of the Routledge Applied Corpus Linguistics and Routledge Corpus Linguistics Guides, Managing Editor of the Journal of Academic Writing, Section Editor of the Elsevier Encyclopaedia of Language and Linguistics, and a Géras International Correspondent.



WORKSHOPS





AI in Focus: Revolutionizing Contemporary Language Assessment Practices

Dr Mansoor S. Almalki



Saudi TESOL, KSA

Day: Saturday

Time: 17:30 - 18:30 (GMT 14:30 - 15:30)

Room: 1

Abstract: Artificial Intelligence (AI) has become a significant factor in the intersection of education and technology, leading to transformative changes in the field of language assessment. This workshop explores the extensive capabilities of artificial intelligence (AI) in the domain of language testing and assessment. It provides an in-depth analysis of the cutting-edge methodologies, tools, and applications that are establishing novel benchmarks within this discipline. The authors Settles, Hagiwara, and LaFlair (2020) have drawn attention to recent developments that underscore the potential of machine learning and Natural Language Processing (NLP) in producing test scores with high levels of reliability and creating extensive item banks. These advancements also contribute to enhancing security measures in the field of language assessment. These advancements highlight the capacity of artificial intelligence to provide more accurate, reliable, and customised assessments of linguistic proficiency. Nevertheless, the incorporation of artificial intelligence (AI) in the field of language assessment presents certain obstacles. According to Bachman (2013), the field of language assessment involves various aspects such as assessment methods, classroom evaluation, and the

growing need for testers to be responsible to stakeholders, particularly when faced with novel approaches. Moreover, Aryadoust (2023) argues that establishing interdisciplinary collaborations with cognitive and computational neuroscience as well as artificial intelligence (AI) disciplines is crucial in order to effectively address the complex requirements of language assessment in the 21st century. By means of a combination of interactive sessions, practical demonstrations, and real-life case studies, attendees will acquire the necessary knowledge and abilities to effectively utilise artificial intelligence in their language assessment pursuits. The objective is to establish a path towards a future in which language assessment is not only technologically sophisticated, but also encompasses principles of inclusivity, fairness, and the representation of diverse human languages and cultures.

Bio: Mansoor S. Almalki is an Associate Professor of Applied Linguistics, a Member Board of Trustees at Prince Sultan University, a HE Consultant, and currently serves as a Vice President for Development and Quality at Shaqra University. He obtained his PhD from the University of Melbourne (2014) in Applied Linguistics and Language Assessment & MA in TESOL from Curtin University (2009). He is an MA & PhD theses examiner, a teacher trainer, and has taught English for several years in Saudi Arabia and Australia. He is a certified reviewer for the US-based Commission on English Language Program Accreditation (CEA), and a member of different national and international associations including the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ), the British Association for Applied Linguistics (BALL), and a member of Saudi TESOL Association's board of directors. His main research interests include language assessment, teacher identity, professional development, life competencies in ELT, and qualitative research methods in applied linguistics.



The Corpus Revolution in Applied Linguistics

Dr. Maha Al-Harhi

Traajim, KSA

Day: Saturday

Time: 17:30 - 18:30

(GMT 14:30 - 15:30)

Room: 2

Bio: Maha Al-Harhi is A senior professional faculty who has been awarded Principal Fellow of the Higher Education Academy. Maha is an active researcher interested in exploring channels to integrate corpus linguistics with other disciplines such as education, digital humanities, science, and health studies. She is leading several research projects in compiling different types of Arabic/English corpora, such as, SauLTC and ArChiLC. Maha was a visiting researcher at the Centre of Advanced Research in English at the University of Birmingham. She is the founder and the director of the Digital Humanities Research Lab (DHRLab), at the College of Languages. She has been the local administrator and trainer for Sketch Engine at PNU since 2015. Maha is an international engagement expert; she leads the development of several international partnership projects at PNU. She develops several promising initiatives that contribute to adding value to the PNU brand.



Designing Objective Test Items Dr Marwa Abdel Mohsen



Arab Academy for Science, Technology and Maritime Transport, Egypt

Day: Sunday

Time: 13:30 - 14:30 (GMT 10:30 - 11:30)

Room: 1

Abstract: In this workshop, objectively scored items will be discussed. The workshop highlights the main characteristics of objective items and their different types. The main rules for writing MCQs will be discussed with emphasis on sample items that address higher order thinking skills, and common mistakes in writing MCQ stems and options are pinpointed. The workshop also offers tips on writing true/false items while highlighting methods to reduce guessing effect. Matching items with their different variations are also reviewed. A number of authentic tests will be reviewed, discussed, and analysed. Hands-on practice and immediate feedback on writing various objective test items will be available for workshop participants.

Bio: Marwa Abdel Mohsen is the Head of Language and Translation Department at the College of Language and Communication (CLC) at the Arab Academy for Science, Technology, & Maritime Transport (AAST). She specializes in Testing and Assessment and teaches Linguistics, Phonetics, Translation, AVT, and Language Assessment in graduate and post graduate levels. As head of department. Dr. Marwa was responsible for the AAST English language placement test from 2009 until 2015. Dr Marwa has also worked as Vice Dean for Training and Community Service (2016-2019). She contributed in providing training opportunities for CLC students in various local and multinational renowned institutions.



Why bilingualism matters for individuals, communities, and societies?

Prof. Antonella Sorace



Bilingualism Matters, UK

Day: Sunday

Time: 13:30 - 14:30 (GMT 10:30 - 11:30)

Room: 1

Abstract: Research shows that bilingualism in any languages, regardless of prestige or worldwide diffusion, can provide a range of cognitive and social benefits -although not in all cases and in all contexts. However, there are still many old (and some new) misconceptions about what it means to be or become bi/multilingual. I will first describe the main myths, facts and potential benefits of bilingualism over the lifespan. I will outline some of the implications for different communities and the importance of bilingual education for societies. I will then show what the information and public engagement centre Bilingualism Matters is doing in Scotland and through the 34 branches of its international network to enable people to make informed decisions on multilingualism, language learning, and language diversity.

Bio: **Antonella Sorace** is Professor of Developmental Linguistics at the University of Edinburgh and Honorary Professor at University College London. She is internationally known for her interdisciplinary research on bilingualism across the lifespan and for her contribution to language typology, especially for her work on constrained variation at the syntax-pragmatics interface and gradience in natural language. She is also committed to building bridges between research and people in different sectors of society. She is the founding director of the public engagement centre Bilingualism Matters, which currently has 34 branches in four continents.

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