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COLLEGE OF HUMANITIES AND SCIENCES

جامعة الأمير سلطان
PRINCE SULTAN UNIVERSITY

Book of Abstracts
2nd International Symposium on Applied Linguistics Research

INTERDISCIPLINARY LANGUAGE STUDIES: CURRENT TRENDS AND FUTURE DIRECTIONS

ORGANIZED BY:
PRINCE SULTAN UNIVERSITY
COLLEGE OF HUMANITIES AND SCIENCES
APPLIED LINGUISTICS RESEARCH LABORATORY (ALLAB)

Riyadh, Saudi Arabia
6 - 7 November 2021

zoom

APPLIED LINGUISTICS RESEARCH LAB

ALR 2021 2nd International Symposium on Applied Linguistics Research
6 - 7 November 2021

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Interdisciplinary Language Studies: Current Trends and Future Directions

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TRAAJIM

KSAALT

KINGDOM OF SAUDI ARABIA
ASSOCIATION OF LANGUAGE TEACHERS

In the
name of
Allah
Most Gracious, Most Merciful

Prince Sultan bin Abdulaziz Al Saud

(1928 -2011)

Table of Contents

Keynote speakers 17

Paper presentations 25

Poster presentations 69

Workshops 85

Welcome Message
Dean, College of Humanities and Sciences & ALR2021 Chair

Prof. Mahmoud Al Mahmoud

As-Salaam-Alaikum

I welcome you all to the 2nd 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 Interdisciplinary Language Studies: Current Trends and Future Directions. With 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 35 paper presentations, 12 poster presentations and 3 workshops will comprise the two-day program. In addition, 6 keynote speakers will give talks on various topics including: language processing, bilingualism, translation, and neurolinguistics. Presenters from around 16 countries: from the KSA, Jordan, Pakistan, Japan, Algeria, UK, Egypt, Poland, Italy, Spain, USA, Philippines, Germany, Ireland, France & Canada 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. Elyas of King AbdulAziz University, Prof. Hyland of the University of East Anglia, Prof. Conklin of the University of Nottingham, Prof. Kecskes from State University of New York, Prof. Sorace from the University of Edinburgh, and Prof. Wray of Cardiff University. The workshop partners in this symposium: IWAN Research Group in Saudi Arabia, Traajim, and the Kingdom of Saudi Arabia Association of Language Teaching (KSAALT) also deserve our thanks.

Interdisciplinary Language Studies: Current Trends and Future Directions Riyadh, Saudi Arabia 6 - 7 November 2021

The College of Humanities and Sciences is deeply indebted to the efforts of the Symposium's 37 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 Dr. Dina El-Dakhs, the Applied Linguistics Research Lab Leader, and the Chair of the Organizational Committee, as well as to members of the PR, Media and Logistics committee: Ms. Maram AlKhudair, Ms. Ghada AlSayyari, and Ms. Jawaher Al Haqbaani. The Public Relations and Media Center here at PSU also deserves due recognition for their 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 & ALR2021 Co-chair

Dr. 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 2nd International Symposium on Applied Linguistics Research (ALR2021). 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 AlMahmoud, 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 16 different 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 two years old – the same age of our symposium. We are a group of 12 members with a true passion for research in Applied Linguistics. As our Dean has just shared, 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. In fact, we firmly believe in Helen Keller's saying "Alone we can do so little; together we can do so much."

So, I welcome you again to ALR2021. 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.

2nd International Symposium on Applied Linguistics Research
6 - 7 November 2021
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2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

Organized by: ALLAB, Prince Sultan University
6-7 November 2021 (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, ALR2021) **Prof. Mahmoud Al Mahmoud** (Dean, College of Humanities and Sciences, Prince Sultan University, Chair, ALR2021) **Dr. Dina El-Dakhs** (Leader, Applied Linguistics Research Lab, Co-chair, ALR2021)		
Plenary Session	9:30-10:30	6:30-7:30	(Room 4)		
			Prof. Ken Hyland (University of East Anglia, UK) Working with writing: Understanding texts, writers and readers		
Paper Session	10:50-11:20	7:50-8:20	Basim Alamri	Tomoko Oyama	Mohamed Abdelwahab Amer and Asmaa Mohamed Mahmoud
			King Abdulaziz University	Kokushikan University and Tokyo City University	Banha University and Minia University
			Saudi Arabia	**Japan**	**Egypt**
			Authorial presence in applied linguistics research article abstracts: A corpus-based study	Collaborative L2 grammar learning on a 3D multi-user virtual environment	Acculturation in the Arabic translation of American TV shows: A semio-translational study
Paper Session	11:20-11:50	8:20-8:50	Sharif Alghazo, Sabrina Zemmour, Mohd Nour Al Salem and Imran Alrashdan	Mohammed NAOUA	Ghadah Albarqi
			University of Jordan	El-Oued University	Taif University
			Jordan	**Algeria**	**Saudi Arabia**
			A cross-cultural analysis of the speech act of congratulation in Kabyle and Jordanian Arabic	Investigating the content validity of English language testing in the Algerian pre-university mathematics specialties	The effects of proficiency level and task condition on L2 self-monitoring
Paper Session	11:50-12:20	8:50-9:20	Piotr Twardzisz	Nada Almalki and Ghazi Algethami	Sanum Gul and Liaquat Ali Channa
			University of Warsaw	Taif University	Balochistan University of Information Technology, Engineering, and Management Sciences
			Poland	**Saudi Arabia**	**Pakistan**
			Affixation preferences in academic writing across the humanities and social sciences	The potential benefits of extensive listening on English as a foreign language learners' pronunciation	Dialectal preferences: A mixed methods study of ESL students' attitudes towards Englishes in Pakistan

2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

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6-7 November 2021 (Zoom)

Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Break	12:20-13:10	9:20-10:10			
Poster Session	13:10-13:30	10:10-10:30	Nojood Alwagdani	Norah Alsharidi	Antonio Taglialatela
			Independent Researcher	University of Exeter	University of Tuscia
			Saudi Arabia	UK	Italy
			Representations of COVID-19 in Saudi newspaper reports: A critical discourse analysis	The use of mobile microblogging as a tool to foster vocabulary learning among EFL students in Saudi Arabia	Shifting from inter- to trans-cultural communicative competence in English as a lingua franca contexts
Poster Session	13:30-13:50	10:30-10:50	Afnan Alasmari and Alaa Almohammadi	Awwad Ahmed	Awatif Alotaibi and Maha Alharthi
			King Khalid University and King Abdulaziz University	Taif University	Princess Norah bint Abdulrahman University
			Saudi Arabia	Saudi Arabia	Saudi Arabia
			A multimodal analysis of the representation of Saudi women in selected caricature images from cartoon movement platform	Students' evaluation of teaching practices at foreign languages department (FLD) in Taif University	A corpus-based analysis of the students' awareness of translating the semantic prosody of 'commit' and 'cause'

2nd International Symposium on Applied Linguistics Research
6 - 7 November 2021
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2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

Organized by: ALLAB, Prince Sultan University
6-7 November 2021 (Zoom)

Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Plenary Session	14:00-15:00	11:00-12:00	(Room 4)		
			Prof. Kathy Conklin (University of Nottingham, UK) The importance of (good) input for formulaic language learning and processing		
Paper Session	15:20-15:50	12:20-12:50	Ghada Alsulami	Maria Vilanova Cifre	Michał B. Paradowski, Magdalena Jelińska and Andrzej Jarynowski
			University of Jeddah	University of the Balearic Islands	University of Warsaw
			Saudi Arabia	**Spain**	**Poland**
			Semantic analysis of using X-phemistic expressions in Saudi health minister speeches during Covid-19 pandemic	Duolingo as a tool to second language acquisition	Insights from computational social network analysis into SLA in intensive language courses
Paper Session	15:50-16:20	12:50-13:20	Kristian Adi Putra	Abdullah Alamer	Asma Almusharraf and Norah Almusharraf
			Prince Sattam Bin Abdulaziz University	Imam Mohammad Ibn Saud Islamic University, Alhasa Campus	Imam Mohammad Ibn Saud Islamic University and Prince Sultan University
			Saudi Arabia	**Saudi Arabia**	**Saudi Arabia**
			The discourse of Inclusion in the COVID-19 health protocol posters in the city of Al Kharj, Saudi Arabia	Language achievement and anxiety; Which variable affects the other?	Sociointeractive practices and personality differences within online learning environments
Paper Session	16:20-16:50	13:20-13:50	Meead Ghafoori	Adil Bentahar and Ali Alalou	Wejdan Alshalan
			King Abdulaziz University	University of Delaware	Imam Muhammad Ibn Saud Islamic University
			Saudi Arabia	**USA**	**Saudi Arabia**
			The portrayal of women in Hijazi proverbs	A qualitative analysis of IEP teacher perceptions of reading instruction during emergency remote teaching	Switchat: Arabic-English code-switching in Informal computer-mediated communication

Plenary Session	17:00-18:00	14:00-15:00	(Room 4)		
			Prof. Istvan Kecskes (State University of New York, USA) Is the idiom principle blocked in bilinguals?		
Workshops	18:30-20:00	15:30-17:00	iWAN	KSAALT TESOL	TRAAJIM
			Prof. Hend Al-Khalifa	Ms. Fatima A. Ali	Dr. Alaa Olwi
			Text analysis for social scientist: A hands-on tutorial	Innovative leadership for teacher effectiveness in teaching & learning in ELT	Audiovisual translation in the Arab world: A brief analysis

2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

Organized by: ALLAB, Prince Sultan University
6-7 November 2021 (Zoom)

Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Plenary Session	9:30-10:30	6:30-7:30	(Room 4)		
			Prof. Tariq Elyas (King Abdulaziz University, Saudi Arabia) Translanguaging and 'Culigion' features of Saudi English		
Paper Session	10:50-11:20	7:50-8:20	**Sarah Alzeer**	**Bonjovi Hajan and Merry Ruth Gutierrez**	**Shadma Iffat Rahmatullah**
			King Saud University and University of Birmingham	José Rizal University and Philippine Normal University	King Khalid University
			Saudi Arabia and UK	**Philippines**	**Saudi Arabia**
			Evaluating corpus-based wordlists for English language teaching (ELT) uses: A proposed tool	Macrostructures of teacher research proposals: Toward a performance-based rubric on academic writing	Bilingualism in Saudi EFL classrooms: A sociolinguistic perspective
Paper Session	11:20-11:50	8:20-8:50	Fahad Aljabr	Nora Boayrid	Danah Alalwani and Maha Alharthi
			University of Hail	Imam Abdulrahman Bin Faisal University	Princess Norah bint Abdulrahman University
			Saudi Arabia	**Saudi Arabia**	**Saudi Arabia**
			Rethinking citations: Proposing a new model for the analysis of stance and rhetorical functions of citations in interdisciplinary discourse	Cultural competence in L2 pronunciation acquisition	Translation patterns of '-ly' adverbs of manner in SauLTC: An English-Arabic parallel corpus
Paper Session	11:50-12:20	8:50-9:20	Nashwa Elyamany	Yasamiyan Alolaywi	Nouf Aljuaid
			Arab Academy for Science, Technology and Maritime Transport (AASTMT)	Qassim University	Taif University
			Egypt	**Saudi Arabia**	**Saudi Arabia**
			Postcyberpunk dystopian cityscape and emotion artificial intelligence: A hetero-cognitive analysis of posthuman representation in Denis Villeneuve's Blade Runner 2049 (2017)	Learning in crisis: An investigation of Saudi EFL learners' perceptions of e-learning during the Covid-19 pandemic	The effect of personality traits on L2 speaking performance across the motivational levels in the Saudi context

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2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

Organized by: ALLAB, Prince Sultan University
6-7 November 2021 (Zoom)

Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Break	12:20-13:10	9:20-10:10			
Poster Session	13:10-13:30	10:10-10:30	Dina K. M. Hasan	Muhammad Akram, Anser Mahmood and Mahreen Tariq	Nouf Alharbi, Gareth Carrol and Bene Bassetti
			Alexandria University	Govt. Graduate College Burewala, University of Lahore and NCBA&E Multan	University of Birmingham
			Egypt	Pakistan	UK
			Language, ideology, and women representation: A critical discourse analysis of Walt Disney's "Mulan"	Predicting Saudi learners' critical thinking through personality traits: A study of PYP students	Say it or not: A mouse tracking study on the production effect on learning Arabic vocabulary as an additional language in children
Poster Session	13:30-13:50	10:30-10:50	Yevheniia Hasai	Michał B. Paradowski, Magdalena Jelińska and Andrzej Jarynowski	Tomader Alfraikh
			Hamburg University	University of Warsaw	King Saud University and University of Leeds
			Germany	Poland	Saudi Arabia and UK
			Multilingual lexical transfer in a longitudinal learner corpus	Emergency remote teaching and learning of languages during the pandemic	Effect of instruction on acquisition of present perfect

2ND INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

Interdisciplinary Language Studies: Current Trends and Future Directions

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6-7 November 2021 (Zoom)

Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Plenary Session	14:00-15:0	11:00-12:00	(Room 4)		
			Prof. Antonella Sorace (University of Edinburgh, UK) Understanding L1-L2 reciprocal effects in adult bilingualism		
Paper Session	15:20-15:50	12:20-12:50	Safa Atia	Yomna El-Hossary	Buthainah Al Thowaini
			Universidad Autonoma de Madrid	Trinity College, Dublin	King Saud University
			Spain	**Ireland**	**Saudi Arabia**
			A bilingual corpus-assisted discourse study: Framing the outcomes of the Egyptian revolution	Higher education autonomous e-learning for generation Z during COVID-19: How medium is not an issue	Processing of Arabic sentential ambiguity
Paper Session	15:50-16:20	12:50-13:20	Raniya Alsehibany	Haifa Alroqi, Alaa Almohammadi, Khadeejah Alaslani and Maha Bakoben	Ghuzayyil Al-Otaibi
			Technical College for Girls in Riyadh	King Abdulaziz University and Purdue University	King Saud University
			Saudi Arabia	**Saudi Arabia and USA**	**Saudi Arabia**
			EFL students' use of online corpus consultation to overcome vocabulary errors in academic writing	COVID-19 lockdown and early vocabulary development: Insights from Saudi households	Translation of binomials in the Holy Qur'ān: A corpus-based study
Paper Session	16:20-16:50	13:20-13:50	Jialih Yang	Juwaeriah Siddiqui	
			University Paul Valéry Montpellier 3	Carleton University	
			France	**Canada**	
			From dispreferred reactions to perceive communicative ethos in French and Chinese: A comparative study of business meetings	Exploring attractor states that impact motivation among L2 Learners of Arabic in the UAE	
Plenary Session	17:00-18:00	14:00-15:00	(Room 4)		
			Prof. Alison Wray (Cardiff University, UK) Can language predict who will get Alzheimer's disease?		

Keynote Speakers

Prof. Istvan Kecskes
State University of New York

Prof. Ken Hyland
University of East Anglia

Prof. Tariq Elyas
King AbdulAziz University

Prof. Alison Wray
Cardiff University

Prof. Antonella Sorace
University of Edinburgh

Prof. Kathy Conklin
University of Nottingham

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TRAAJIM
تراجم

إلوان

Working with writing: Understanding texts, writers and readers

Prof. Ken Hyland

University of East Anglia, UK

Day: 1

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

Room: 4

Abstract: Writing has been a central topic in applied linguistics for over half a century and is a central area of teaching and research. Its complex, many-sided nature, however, seems to constantly evade adequate description and explanation, and many forms of inquiry have been summoned to help clarify both how writing works and how it should best be taught. In this presentation I will explore the main approaches to teaching and researching writing. Making a broad distinction between theories concerned with texts, with writers and with readers, I will show what each approach offers and neglects and what each means for teachers, examining what the research tells us and what this means for classroom practice. While the categorisation implies no rigid divisions, I argue that this offers a useful way of comparing and evaluating the research each approach has produced and the pedagogic practices they have generated. The talk will therefore cover key concepts such as process writing, genre, the teaching-learning cycle, discourse community and reader awareness. My own bias is towards reader-oriented theories of writing and I will use some of my own research to illustrate what this approach contributes to our understanding of writing and the advantages it offers in the classroom.

Bio: Ken Hyland is Professor of Applied Linguistics in education at the University of East Anglia. He was previously a professor at UCL/IOE and the university of Hong Kong. He is best known for his research into writing and academic discourse, having published 280 articles and 29 books on these topics with over 64,000 citations on Google Scholar. A collection of his work was published as The Essential Hyland (Bloomsbury, 2018). He is the Editor of two book series with Bloomsbury and Routledge, was founding co-editor of the Journal of English for Academic Purposes and was co-editor of Applied Linguistics.

The Importance of (good) Input for formulaic language learning and processing

Prof. Kathy Conklin

University of Nottingham, UK

Day: 1

Time: 14:00-15:00 (GMT 11:00-12:00)

Room: 4

Abstract: "Garbage in, garbage out" is a well-known saying in Computer Science, expressing the fact that poor quality input leads to poor quality output. This sentiment is relevant to second language learning and usage-based approaches that put a premium on the linguistic input that learners receive. Such models predict that the words and sequences of words that are encountered frequently by learners become entrenched in memory. As much as half of discourse is made up of formulaic language or multi-word units—in other words, we tend to say things in the same way ('food and drink' not 'drink and food'). Second language learners need to acquire these sequences in order to achieve native-like performance. Despite the prevalence of formulaic language, relatively little is known about how it is learned. The focus of this talk will be on the learning–or entrenchment in memory–of formulaic language. We will look at the relationship between learners' input and subsequent processing. We will see that even very low-level, beginner secondary school students are sensitive to the input they receive from teaching materials, a finding that has important implications for teaching and material design.

Bio: Kathy Conklin is Full Professor of Psycholinguistics at the Centre for Applied Linguistics in the School of English at the University of Nottingham in the United Kingdom. A major focus of her research is on the application of psycholinguistic methods, in particular eye-tracking, to the exploration of lexical and formulaic language processing in a first and second language. She is co-author, along with Ana Pellicer-Sánchez and Gareth Carrol, of the seminal book Eye-tracking: A guide for applied linguistics research (CUP, 2018).

Is the Idiom principle blocked in bilinguals?

Prof. Istvan Kecskes

State University of New York, USA

Day: 1

Time: 17:00-18:00 (GMT 14:00-15:00)

Room: 4

Abstract: This presentation examines how the "idiom principle" (Sinclair 1991) works in the language use of bilingual speakers. It is hypothesized that the idiom principle that drives word selection in monolinguals may be blocked in the L2 of bilinguals, and the "open choice principle" governs instead. In order to investigate the validity of this hypothesis a small corpus of non-native speaker – non-native speaker (lingua franca) communication was examined and compared to a similar study (Kecskes 2007) where the bilingual speakers used their L2 (English).

Based on the two studies we can conclude that the "idiom principle" is the most salient guiding mechanism in any language production. But it results in less formulaic language use in L2 than in L1 of bilinguals. However, this does not mean that the idiom principle is blocked because in interaction with other non-native speakers L2 users can create their own temporary formulas that do not exist in the target language.

Bio: Istvan Kecskes is a distinguished Professor of the State University of New York. He is the President of the American Pragmatics Association and the Chinese as a Second Language Research Association. His book "Foreign language and mother tongue" (Erlbaum 2000) was the first that described the effect of the second language on the first language. His monograph "Intercultural Pragmatics" (OUP, 2014) is considered a groundbreaking work shaping research in the field. His latest book "English as a Lingua Franca: The pragmatics perspective" was published by CUP in 2019. He is the founding editor of the journals "Intercultural Pragmatics", and "Chinese as a Second Language Research", and the Mouton Series in Pragmatics.

Translanguaging and 'Culigion' features of Saudi English

Prof. Tariq Elyas

King Abdulaziz University, Saudi Arabia

Day: 2

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

Room: 4

Abstract: In Saudi Arabia and other Middle Eastern contexts, English has played an increasingly important role in such different areas as business, politics, popular culture, tourism, economics, education, and religion. Mahboob and Elyas (2014) argue that the social status of English is ideologically replete with economic, social, political, and religious overtones intertwined within the fabric of Saudis society. This has encouraged Mahboob and Elyas (2014) to propose an emerging expanding circle variety called 'Saudi English'. The present critical study builds on Mahboob and Elyas's (2014) study investigating the features of Saudi English variety. It sheds some light on four main issues: (1) English post 9/11 in Saudi Arabia; (2) English in the light of Saudi Vision 2030; (3) the impact of religion, culture and language on Saudi English; and (4) trans-language features of Saudi English in contemporary Saudi Arabia. This critical study also assesses our findings against the Saudi English's literature in an effort to link this phenomenon of English as a lingua franca and find varieties which are exclusively related to the Saudi context. Our observations concur with the literature and show some features which could be related exclusively to the Saudi English variety. The implication of the study is that stakeholders (e.g., teachers, learners, policy makers, employers) should be fully aware of the importance of World Englishes or Global Englishes in order to design and enact English language programs which are socio-culturally sensitive to local contexts, such as the Kingdom of Saudi Arabia (KSA) and beyond KSA.

Bio: Tariq Elyas is a Full Professor of Applied Linguistics at King Abdulaziz University-KAU (Saudi Arabia). He holds an MA in English Literature (USA) and a PhD in Applied Linguistics (Australia). Prof. Elyas was awarded the British Chevening Fellowship in International Law & Human Rights (UK) as well as a Post-Doctorate in Applied Linguistics from the British Commonwealth Council (UK). Prof. Elyas's areas of interests include World Englishes, Teacher Identity, Policy Reform, Media Studies, and Women Studies in the Middle East. Currently, Prof. Elyas has been assigned as the Associate Editor for Wiley Encyclopedia of World Englishes-MENA region.

Understanding L1-L2 reciprocal effects in adult bilingualism

Prof. Antonella Sorace

University of Edinburgh, UK

Day: 2

Time: 14:00-15:00 (GMT 11:00-12:00)

Room: 4

Abstract: Recent research shows that selective aspects of grammar that require sensitivity to pragmatic and context-dependent information remain variable even in highly proficient second language (L2) speakers and become unstable in speakers experiencing native language (L1) attrition from a proficient L2. For example, both groups converge on a tendency to be over-explicit in pronoun production and interpretation. I will first consider various factors that may play a role in these phenomena, including cross-linguistic effects and the cognitive costs of handling two languages. I will then point to the possibility that L1 change and L2 acquisition may be functionally related in active bilinguals. The selective convergence between L1 and L2 may be a marker of flexibility and 'communicative efficiency' that privileges over-explicitness at the expense of ambiguity. Understanding the big picture requires an interdisciplinary framework that brings together research on different facets of bilingualism and combines the strengths of both linguistic and cognitive models. I will finally discuss some real-life wider implications for our increasingly multilingual societies.

Bio: Antonella Sorace is Professor of Developmental Linguistics at the University of Edinburgh. She has published widely in the field of Bilingualism across the lifespan, where she brings together methods from linguistics, experimental psychology, and cognitive science. She is also internationally known for her contribution to language typology, especially for her research on constrained variation at the syntax-pragmatics interface and gradience in natural language. She is committed to bringing research to people in different sectors of society. She is the founding director of the research and information centre Bilingualism Matters, which currently has 30 branches in three different continents.

Can language predict who will get Alzheimer's disease?

Prof. Alison Wray

Cardiff University, UK

Day: 2

Time: 17:00-18:00 (GMT 14:00-15:00)

Room: 4

Abstract: Sometimes, research in one area of applied linguistics unexpectedly informs research in another. This talk will show how my previous investigations into formulaic language became relevant to my new work in what I thought was an entirely different domain of applied linguistic research.

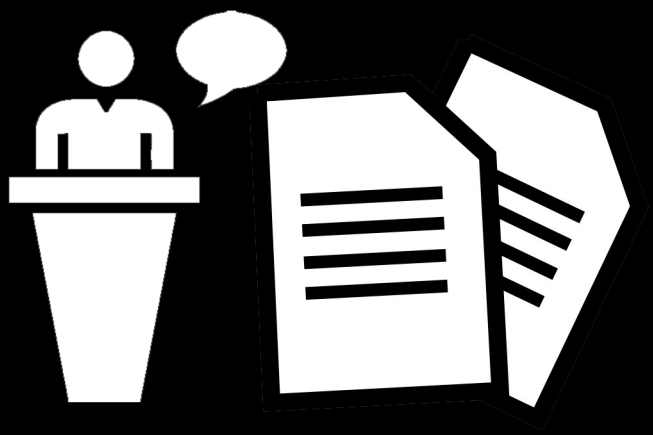
Alzheimer's disease is much feared worldwide (Alzheimer's Disease International, 2019). If only we could identify, well in advance, the subset of people who were going to develop it, then we could focus our support and treatments, to slow down its progress and minimize its effects (Wray, 2020).

But how can we predict who will get Alzheimer's? Various approaches are being tried, using genetic profiling, brain scans, analyses of protein deposits in cerebral spinal fluid; examining people's micromovements and gait; and looking for subtle cognitive changes that might indicate impairments not easily seen in a person's daily functioning. But what about people's language? If, as most now believe, Alzheimer's develops slowly over many years, wouldn't people's patterns of language change as they deal with subtle alterations in their ability to process and recall information? If we could use people's language behaviour to identify who was most at risk of future Alzheimer's, it would be a far less expensive and intrusive method than the current methods. In this talk I'll explore the sorts of linguistic investigations being undertaken for this purpose. I'll consider the theoretical assumptions that underlie them and raise some important questions about whether those assumptions are reliable, and whether they reflect what other areas of linguistics and applied linguistics can tell us about the nature of language and how people use it.

Specifically, I'll propose that – as previously argued in my research on formulaic language –we need to take into account how flexible language is as a cognitive device operating as a social tool. It turns out, it may not be so easy to link language behaviour to Alzheimer's risk after all.

Bio: Alison Wray is a Research Professor of Language and Communication at Cardiff University, UK. An internationally recognised researcher on formulaic language and, more recently, dementia communication, she has published well over 100 articles and chapters as well as several monographs, including Formulaic Language and the Lexicon (2002), Formulaic Language: Pushing the Boundaries (2008), The Dynamics of Dementia Communication (2020) and Why Dementia Makes Communication Difficult: A Guide to Better Outcomes (2021). She is also co-author of two very successful textbooks, Projects in Linguistics and Language Studies (3rd ed. 2012) and Critical Reading and Writing for Postgraduates (4th ed. 2021).

Paper Presentations



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Authorial presence in applied linguistics research article abstracts: A corpus-based study

Basim Alamri

King Abdulaziz University, Saudi Arabia

Day: 1

Time: 10:50-11:20 (GMT 7:50-8:20)

Room:1

Abstract: Due to the paucity of authorial presence studies in research articles (RAs) abstracts from a lingua franca perspective, the present study explored how native speakers of Arabic authors residing in the Arab World and international authors from different contexts use first-person pronouns to perform different discourse functions in RA abstracts. The study analyzed three specialized corpora of 600 English abstracts (with approximately 111,645 words) purposively selected from 10 peer-reviewed international journals (5 for MENA corpus, 5 for international) in applied linguistics, based on Nwogu's (1997) criteria: representativeness, reputation, and accessibility. Each corpus comprised 200 abstracts labeled as Middle Eastern Arabs (36,246 words), North African Arabs (38,120 words) (MENA), and international authors (37,279 words). The abstracts were published during the years of 2010-2019.

Several quantitative and textual analyses procedures were undertaken to analyze the data. First, Anthony's (2020) AntConc software was used to extract first-person pronouns i.e., we, our, us, ours, I, my, me, mine from each abstract. Then, concordance lines for all instances were checked manually to strengthen the accuracy of identification. The frequencies of first-person pronouns were calculated and normalized at 100 word. All instances not referring to the author(s) were excluded. After that, the discourse functions (low- and high-stakes categorization) of the subject pronoun I and we were analyzed using Li's (2021) updated classification. Lastly, several comparisons across the three sub-corpora were made, including one-way ANOVA tests and discourse functions.

The initial results revealed similarities and discrepancies among the three sub-corpora regarding personal presence, suggesting cultural variations. Overall, the writers in the international corpus used more personal pronouns with various discourse functions than their peers in the MENA corpora. The study hopes to contribute to cross-cultural understanding among academics and raise the awareness of how to construct authorial voice and project the writer–reader relationship.

Bio: Basim Alamri is an Assistant Professor in the English Language Institute at King Abdulaziz University, Saudi Arabia. His research interests revolve around topics related to L2 academic writing for publication, including genre studies and corpus linguistics, EAP/ESP, discourse analysis, and technology in the classroom.

Collaborative L2 grammar learning on a 3D multi-user virtual environment

Tomoko Oyama

Kokushikan University and Tokyo City University, Japan

Day: 1

Time: 10:50-11:20 (GMT 7:50-8:20)

Room: 2

Abstract: Recent investigation on the effects of 3D multi-user virtual environments (MUVEs) has revolved around affective constructs such as social cohesion and motivation. However, their efficacy in promoting EFL university learners' acquisition of a specific grammatical feature has been under-researched (Chen, 2020). English phrasal verbs and prepositions are especially frequent in use, but not well learned by adult EFL learners due to limited opportunities to practice them in authentic contexts (Schmitt & Redwood, 2011).

Theoretically motivated by technology-mediated task-based language teaching principles (Doughty & Long, 2003; Ortega & González-Lloret, 2015), this paper presents a qualitative study to show the effects of an MUVE on two EFL L1 Japanese university learners' acquisition of L2 English phrasal verbs and prepositions with transparent meanings. The study employed collaborative simulation tasks for those learners to use the target forms on a virtual reality (VR) platform Spatial. This application was chosen for its physical interactivity allowing participants to practice motions encoded in those forms.

The study lasted around one month. The EFL learners and L1 English peer participants met on Spatial weekly for 40-45 minutes. They were given oral and written guidelines to place and interact with 3D objects to build a house or their own VR space, with the help of online supplementary materials. Video-audio-chat recordings on Spatial, a semi-structured interview, and the investigator's field notes were analyzed through grounded theory.

Results showed that the EFL participants gained receptive and productive skills for English transparent phrasal verbs and prepositions through real-life simulation tasks. Their level of perceived usefulness toward learning grammar on the MUVE also increased; they found the MUVE a viable tool to learn L2 grammar interactively and safely, especially under circumstances surrounding the pandemic.

The presentation ends with pedagogical recommendations for using VR tools to teach university EFL learners L2 grammar remotely.

Bio: Tomoko Oyama is currently an EFL lecturer in Japan. She has taught EFL and ESL students of various ages for around 6 years. She recently obtained her MA in TESL from the University of Illinois.

Acculturation in the Arabic translation of American TV shows: A semio-translational study

Mohamed Abdelwahab Amer and Asmaa Mohamed Mahmoud

Banha University and Minia University, Egypt

Day: 1

Time: 10:50-11:20 (GMT 7:50-8:20)

Room: 3

Abstract: Audiovisual translation involves different modes, including animation, color, and sound. It also involves culture as in traditional translation. A cultural difference creates difficulty of translation, and impossibility of translation in some cases. In that spirit, this research aims at discussing critical issues such as untranslatability and lack of acculturation when rendering the American TV shows' English subtitles into Arabic. It also investigates how the translator would be capable of dealing with the interplay between the verbal and visual modes to reach a sound translation away from literality and cultural gaps. It is reinforced by examples from different American TV shows, in which language, culture, and other verbal and visual modes stand as a barrier against both sound translation and understandable communication. Moreover, it provides suggestions concerning how the translator can utilize multimodal and Inter-semiotic relations between different modes for the purpose of achieving the best translation. The researcher uses Gunther Kress' Multimodality Theory and Juliane House's Communicative Translation Tool and applies both to certain English subtitles of selected American TV shows, scrutinizes the linguistic and cultural barriers facing the translator, and finally suggests possible solutions for them. This research is established on the presumption that multimodal and Inter-semiotic relations between the different modes of a discourse contribute to the generation of a new product in terms of language and culture as well. The researcher finally attempts to find suggestions for proper Arabic translation in a separate part of the research to provide readers and further researchers interested in the subject matter with a benchmark to follow and build upon in further future endeavors and attempts in the same arena.

Bio: Mohamed Abdelwahab Amer is a professional translator and interpreter and also a TEFL/TESOL certified trainer of English language and translation. With an experience of more than 10 years in translation and education, Mohamed is a translator of more than 10 books (fiction and non-fiction) and an interpreter of many international conferences.

Asmaa Mohamed Mahmoud is an instructor of English Language and the American Diploma in formal education. Registered as an MA degree candidate, she focuses on teaching phonetics. Asmaa also holds a certification from the National Education Network (NEN) with a 4-year experience in teaching English skills.

A cross-cultural analysis of the speech act of congratulation in Kabyle and Jordanian Arabic

Sharif Alghazo, Sabrina Zemmour, Mohd Nour Al Salem and Imran Alrashdan

University of Jordan, Jordan

Day: 1

Time: 11:20-11:50 (GMT 8:20-8:50)

Room: 1

Abstract: Congratulating others is an essential aspect of human social interaction and a speech act that is realised differently in languages. This study aims to investigate the Pragmalinguistic realisations of the speech act of congratulating in Kabyle and Jordanian Arabic (JA) by comparing the strategies that Kabyle-speaking and JA-speaking students employ when offering congratulations. The data are analysed with reference to social status, gender and cultural background of the participants. A Discourse Completion Test (DCT) which included four situations of different social statuses is used to collect data from 30 JA-speaking students (15 males and 15 females) at the University of Jordan and 30 Kabyle-speaking students (15 males and 15 females) from three different universities in Algeria region of Kabylie. Elwood's (2004) framework is adopted in the classification of strategies. A mixed-method approach is applied in the analysis with the frequency of strategies being quantitatively analysed and the semantic formulas vis-à-vis status are qualitatively analysed. The results show that there are slight differences in the use of congratulating strategies between the two groups of participants, and these are discussed in terms of Sociopragmatic and sociocultural dimensions of variational pragmatics.

Bio: Sharif Alghazo is an Associate Professor of Applied Linguistics in the School of Foreign Languages at the University of Jordan. He specialises in Applied linguistics. His research has focused on English pronunciation, critical applied linguistics, discourse analysis, and pragmatics. His scholarly research has appeared in journals such as Sage Open, Interchange, Ampersand, Lingue e Linguaggio, Open Linguistics, and Research in Language.

S**abrina Zemmour** is a PhD candidate at the University of Jordan. She specialises in sociolinguistics with a focus on language maintenance and language shift.

Mohd Nour Al Salem is an Assistant Professor of Translation in the School of Foreign Languages at the University of Jordan. His research has appeared in journals such as Ampersand and Lingue e Linguaggio.

Imran Alrashdan is an Assistant Professor of Linguistics in the School of Foreign Languages at the University of Jordan. His research has appeared in journals such as Ampersand and Sage Open.

Investigating the content validity of English language testing in the Algerian pre-university mathematics specialties

Mohammed NAOUA

El-Oued University, Algeria

Day: 1

Time: 11:20-11:50 *(GMT 8:20-8:50)*

Room: 2

Abstract: Testing English in Mathematics branches can be viewed the process of administering tests to measure test takers' competence of using English language to communicate and interact in the fields connected to the science that deals with the logic of shape, quantity and arrangement be it for academic or for job-related purposes. In order to design valid testing instruments the tests in question should be informed with a broad description of the ability intended to be measured. This ability, as the specialists in the field recommend, should encompass four main constituents: language knowledge, subject-specialist knowledge and the external specific context all interacting by means of strategic competence. The main aim of this paper is to conduct an empirical analysis to examine the extent to which the English tests administered to mathematics branches in Algerian secondary education from 2015 to 2020 measure what they claim to measure. In order to conduct such analysis three types of documental data gathering instruments have been incorporated: five sessions baccalaureate English tests designed to these specialties, their subject-specialist program of study representing their target language contexts along with their syllabus of English. The findings of the study revealed great discrepancies between the tests' content and the test takers' background knowledge, which questions the tests' validity and the purposes for which their resulting scores are intended to be used. The paper concludes with a set of recommendations intended to improve the testing process in the Algerian pre-university mathematics branches.

Bio: Mohammed NAOUA is an Associate Professor. He holds a PhD in applied linguistics. The author works at the department of English – El-Oued university, Algeria. Dr. NAOUA specializes in language testing. His other research interests encompass sociolinguistics, second language acquisition, and LSP teaching and testing.

The effects of proficiency level and task condition on L2 self-monitoring

Ghadah Albarqi

Taif University, Saudi Arabia

Day: 1

Time: 11:20-11:50 ***(GMT 8:20-8:50)***

Room: 3

Abstract: Speaking a second language involves complicated processes that draw on cognitive resources to function efficiently. One of the important speech processes is self-monitoring which entails checking internal and external speech against the existing linguistic system. Although L1 research has provided a detailed account of L1 self-monitoring behaviour, there are few studies which actually investigate L2 self-monitoring behaviour. The present study aims to address these gaps in the literature by investigating the extent to which L2 self-monitoring behaviour can be influenced by proficiency level (PL) and task condition (TC). The participants were sixty-six female L2 learners of English from Taif University. The participants' oral performances were coded and analysed in terms of disfluency, repair types, temporal phases of repair, and accuracy. The data showed that PL had a significant effect on the combined measure of dependent variables whereas TC did not. The results also showed a significant interaction effect between the two variables on the combined dependent variable. The data analysis indicated that almost all aspects of self-monitoring were significantly affected by the development of proficiency. This suggests that proficiency development is likely to have led to changes in L2 self-monitoring behaviour in terms of disfluency, repair type, temporal phases of repair, and accuracy.

Bio: Ghadah Albarqi is an Assistant Professor at the English Language Centre, Taif University. She has PhD from the University of Reading, UK. She is Associate Fellow of Higher Education Academy (AFHEA). Ghadah's main areas of interest are second language (L2) acquisition, processing and production, and the relationship between working memory capacity and L2 processing.

Affixation preferences in academic writing across the humanities and social sciences

Piotr Twardzisz

University of Warsaw, Poland

Day: 1

Time: 11:50-12:20 (GMT 8:50-9:20)

Room: 1

Abstract: This work-in-progress report presents the results of an ongoing project focusing on morphologically complex words in English as used in academic texts in the humanities and social sciences. Morphologically complex words are affixed (derived) words. Such lexical items still remain understudied in applied linguistics. Our research question is whether relatively similar academic disciplines attract their own specific affixes and derivations. Individual disciplines frequently develop their own patterns of discourse which tend to depart from those found in general English (Montero-Fleta 2011: 4). Also, we enquire whether it is possible to establish a stable lexical "core" characteristic of the humanities and social sciences. In this, we seek both morphological individuation as well as stability in relatively homogenous texts.

The data are obtained from the Corpus of Contemporary American English (COCA). In COCA's academic genre (ACAD), there are ten sub-divisions. For the purpose of this study, we have selected three: history, education and geography/ social sciences. Our preliminary research establishes a certain amount of stability across disciplines involving affixed words. It seems inevitable that certain cores of complex words are used by individual authors for all kinds of purposes in specialist writing across disciplines (cf. Brezina & Gablasova 2015: 17). We indicate candidate affixes which constitute the core of lexical complexity of academic texts in the humanities and social sciences. Some high-frequency, but also – unpredictably – some low-frequency, affixed words appear to be common to more varieties. We also identify affixation types which are characteristic of only certain disciplines within the humanities and social sciences.

Our findings have the potential of informing both theoretical and applied morphology. The former receives systematic data and insights for measuring morphological productivity. The latter is informed about morphological (ir) regularities applicable to academic writing across disciplines.

Bio: Piotr Twardzisz is Associate Professor in the Institute of Applied Linguistics at the University of Warsaw, Poland. His research interests focus on specialist languages, word-formation, lexicology and semantics. He is author of four books: Zero Derivation in English (1997), Patterns of English Word-Formation (2010), The Language of Interstate Relations (2013) and Defining 'Eastern Europe' (2018).

The potential benefits of extensive listening on English as a foreign language learners' pronunciation

Nada Almalki and Ghazi Algethami

Taif University, Saudi Arabia

Day: 1

Time: 11:50-12:20 (GMT 8:50-9:20)

Room: 2

Abstract: Relative to other language skills, pronunciation is given the least attention in EFL classrooms, despite the wish of many EFL learners to have a native-like accent (Üstünbas, 2018). That is probably due to the prevalent belief among language teachers and curriculum designers that teaching pronunciation is futile (Baker, 2014). In addition, teaching pronunciation requires some specialized expertise in phonetics, which many teachers lack. Although previous studies have shown that explicit pronunciation instruction is effective in improving learners' pronunciation (Peltekov, 2020; Zhang & Yuan, 2020), it is not clear how much implicit instruction, such as using extensive listening, will be effective since it does not require teachers to have specialized knowledge. In addition, the role of orthography along with extensive listening in improving pronunciation is yet to be fully understood (Bassetti et al., 2015). Thus, this research aims at examining the improvement of L2 learners' pronunciation via implicit instruction through different modalities: (extensive listening only) and (extensive listening with orthography). Ninety EFL intermediate-level college students in Saudi Arabia participated in this six-week quasi- experiment. They were randomly allocated into three groups: (A) extensive listening only; (B) extensive listening with orthography; and (C) a control group. Extracurricular classes were scheduled 2h/week (12 sessions total) for the experimental groups. Three stimuli were recorded as pre- and post-tests. Then, the recordings were rated for the perceived foreign accent by 10 human-raters, using a scale from "1" (no foreign accent) to "9" (strong foreign accent). The results showed a positive trend in the experimental groups in reducing the overall degree of perceived foreign accent. However, it was not statistically significant, which could be attributed to the short period of intervention. Further studies should explore the effect of extensive listening and orthography on the overall degree of perceived foreign accentedness over a longer period.

Bio: Nada A. Almalki is a holder of MA degree in TESOL. She is an English language instructor at Taif University English Language Centre (TUELC). She is a Cambridge Certified Teacher Trainer and a CELTA holder. Also, she is interested in FLA, SLA, and Psycholinguistics.

Ghazi Algethami is an Associate Professor in Linguistics at Taif University. He is interested in second language acquisition, in particular how speech and pronunciation are learned and taught. He also has a professional experience in academic quality assurance, accreditation, and development.

Dialectal preferences: A mixed methods study of ESL students' attitudes towards Englishes in Pakistan

Sanum Gul and Liaquat Ali Channa

Balochistan University of Information Technology, Engineering, and Management Sciences, Pakistan

Day: 1

Time: 11:50-12:20 (GMT 8:50-9:20)

Room: 3

Abstract: The global expansion of English has induced an unrivaled growth of local varieties of English. The attitudinal studies towards these Englishes have demonstrated that the standard varieties of English are evaluated most positively all around the world. Therefore, this study aimed to explore the Pakistani ESL students' attitudes towards their local variety Pakistani English, American and British variety of English simultaneously. This study used mixed methods explanatory sequential design. The researchers recruited 100 students for data collection during the initial phase of the study. The researchers employed a verbal guise test/survey as a data collection tool for the quantitative phase of the study. The survey was based upon 13 bipolar adjectives that were arranged on a six-point semantic differential scale. The study was followed by eight semi structured interviews in the qualitative phase. The participants were selected by purposive sampling technique to ensure maximum variation in the sample. The obtained results of the quantitative phase of the study revealed that majority of the students held positive attitudes towards British variety of English. However, the qualitative findings of the study revealed that some of the participants, during interviews, displayed highly positive attitude towards Pakistani English, moderate attitude towards British English and negative attitude towards the American variety of English. The study recommended an acceptance for language variation and the development of sociolinguistics framework to promote pluralistic model of world Englishes.

Bio: Sanum Gul is currently serving as a Lecturer in the department of English, Balochistan University of Information Technology, Engineering, and management sciences (BUITEMS), Quetta, Pakistan. Her area of interest are sociolinguistics and world Englishes. She is also interested in mixed methods research and Applied Linguistics.

Liaquat Ali Channa (PhD) is currently serving as an Associate Professor in the Department of English, Balochistan University of Information Technology, Engineering & Management Sciences (BUITEMS), Quetta, Pakistan. His areas of interest are educational linguistics, language policy and planning, second/foreign-language learning and teaching.

Semantic analysis of using X-phemistic expressions in Saudi health minister speeches during Covid-19 pandemic

Ghada Alsulami

University of Jeddah, Saudi Arabia

Day: 1

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 1

Abstract: On March 11, 2020, World Health Organization (WHO) declared Covid-19 disease as global pandemic. Accordingly, the style of linguistic or verbal communication between governments and nations has been highly affected. Therefore, this paper aims to investigate resources where X-phemistic expressions (euphemisms, dysphemisms, and orthophemisms) come as characteristics of the speeches of Saudi Health Minister during Covid-19 pandemic. Linguistically, the formation of dysphemisms and orthophemisms do not need any employment of tools other than using the literal or blunt form of words. However, forming euphemisms require applying different linguistic strategies in order to create the new expressions. The current paper also examines how euphemistic strategies have appeared in the minister's speeches. Mainly, this research is framed within the theory of X phemisms by Allan & Burridge (1991; 2006) along with Warren's model of euphemistic strategies (1992). The collected data are the eight speeches delivered by Saudi Minister of Health during Covid-19 pandemic. They are analyzed qualitatively using thematic analysis approach. The result show that Saudi Health Minister manages to deliver the massages about Covid-19 crisis through applying variety of linguistic devices which sound to be euphemistic, dysphemistic, and orthophemistic representations of the pandemic. The employment of each X-phemisms choice is mainly occurred within certain thematic fields. Euphemism is used in presenting unpleasant massages, naming the health crisis, and comforting the public. Dysphemism is applied in one specific theme of describing the virus. Orthophemisms is found in themes of declaring facts about the pandemic, warning the public, and requesting to follow instructions. It is also found that implication, reversal, particularization, metonymy, and metaphors are the most frequently used euphemistic strategies among Warren's model (1992). This analysis contributes to the limited examination of pandemic discourse by understanding how X-phemistic expressions and euphemistic strategies are used by Arabic speakers during international crises like Covid-19.

Bio: Ghada Alsulami holds an MA degree in linguistics from University of Jeddah. She is interested in discourse analysis and semantics.

Duolingo as a tool to second language acquisition

Maria Vilanova Cifre

University of the Balearic Islands, Spain

Day: 1

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 2

Abstract: This paper examines Duolingo as a tool to second language acquisition. Duolingo is one of the most famous apps used in Mobile Assisted Language Learning (MALL). The topic of second language acquisition with the use of ICT resources has been broadly studied. However, with its new platform "Duolingo for Teachers", not only researchers, but also teachers are interested in seeing the possibilities of this application. Throughout this paper, there is an identification of the main characteristics of Duolingo regarding its learning process. This research proposal is aimed at analysing the effects of Duolingo on the acquisition of SLA. The methodology involves two groups of students. The first group used Duolingo while the other did not. Then, a test takes places in order to see which group gets better results. By doing this, it seeks to demonstrate that even though this free app states to improve the language skills, it does not apply to all linguistic functions. Furthermore, the teacher role will still be needed as it provides interaction and feedback.

Language acquisition mainly occurs due to gamification consisting of getting points by playing in a learning platform similar to a game. It has been discovered that due to its layout and design, Duolingo appears to be very motivating and entertaining. In addition, what distinguishes this application from others is competition. The main aim is that the more you play, the more awards you receive desiring to practise. Nevertheless, there are several negative aspects which are still to be studied in depth. The main lack of Duolingo is interaction. Not only for the role of the teacher but also to develop the listening and speaking skills. Another significant drawback is the unnatural sentences. They are highly unlikely to be used in a real-life situation with native speakers.

Bio: Maria Vilanova Cifre has always lived in Mallorca, Balearic Islands except when she went on an Erasmus in Austria. She holds a degree in English Studies from the University of the Balearic Islands. Currently, she is doing her master's degree in Teaching Training joining her two passions: teaching and learning more about language acquisition.

Insights from computational social network analysis into SLA in intensive language courses

Michał B. Paradowski, Magdalena Jelińska and Andrzej Jarynowski

University of Warsaw

Day: 1

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 3

Abstract: Social networks play an important role in individual behaviour and attainment. This study constitutes this first application of the computational methodology of social network analysis (SNA) to investigating the influence of peer learner interaction on L2/L3 learning outcomes in multilingual groups. In a population of Erasmus exchange students and a cohort of participants in an intensive summer course of language and culture (n = 221) we find among others i) that the best predictor of target language (TL) performance is reciprocal interactions between individuals in the language being acquired, ii) that outgoing interactions in the TL are a stronger predictor than incoming interactions, iii) a clear negative relationship between performance and interactions with same-L1 speakers, iv) a significantly underperforming English native-speaker dominated cluster, and v) that more intense interactions take place between students of different levels of proficiency. Analyses of the various standard centrality measures vis-à-vis performance in turn reveal that the best predictors of progress are closeness and degree centrality, while betweenness and PageRank fail to correlate. This tendency is observed in both objectively and subjectively assessed progress in learning. This suggests that for language acquisition via social interaction, it is the structural properties of the network that matter more than processes such as information flow.

Social network analysis provides new insight into the link between social relations and language acquisition, showing how social network configuration and peer interaction dynamics in multilingual groups are stronger predictors of L2/L3 performance than individual factors such as attitude or motivation, and offers a novel methodology for investigating the phenomena.

Bio: Michał B. Paradowski is an associate professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw. His interests include second language acquisition research, foreign language teaching, multilingualism, bilingual education, translanguaging, social network analysis, and emergency remote instruction. He gave over 170 invited lectures, seminars and workshops worldwide.

Magdalena Jelińska is a psychologist, translator, and PhD student at the Institute of Applied Linguistics, University of Warsaw. Her speciality is applied educational psychology. Her interests concern the psychology of L2 acquisition, personality and individual differences, developmental and cognitive changes, as well as psychosocial aspects of L2 learning processes.

Andrzej Jarynowski is an expert in infectious disease modelling and a specialist in epidemiology from Wrocław. He is interested in the application of social network analysis in various social processes, including that of SLA. Andrzej has also conducted multiple voluntary teaching activities in Eastern European low-resource settings.

The discourse of inclusion in the COVID-19 health protocol posters in the city of Al Kharj, Saudi Arabia

Kristian Adi Putra

Prince Sattam Bin Abdulaziz University, Saudi Arabia

Day: 1

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 1

Abstract: The global outbreak of the COVID-19 pandemic in early 2020 pushed WHO and local governments to create strict health protocols and socialize them in various ways for everyone in the country without any exception. In this study, using Norman Fairclough's critical discourse analysis framework, I will look at the different features of inclusion represented in the top-down and bottom-up posters of socialization of COVID-19 health protocols in the City of Al Kharj, Saudi Arabia. The findings show that there are at least four common features of inclusion in the two categories of posters accommodating Arabic and non-Arabic speakers, people from different nationalities, people with different literacy levels, and people from different age categories. Such inclusion highlights the Saudi Ministry of Health and society's collaborative efforts to ensure that everyone gets the message and implements it so that the spread of COVID-19 can be prevented. Implications for pedagogical practice, policy-making, and further studies will be discussed.

Bio: Kristian Adi Putra is an assistant professor of applied linguistics at Prince Sattam Bin Abdulaziz University, Al Kharj, Saudi Arabia. He is particularly interested in the study of critical discourse analysis and language planning and policy.

Language achievement and anxiety; Which variable affects the other?

Abdullah Alamer

Imam Mohammad Ibn Saud Islamic University, Alhasa Campus, Saudi Arabia

Day: 1

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 2

Abstract: While anxiety is known to be a strong predictor of second language (L2) learning for decades, there has been a relative lack of attention to establishing which one – anxiety or achievement – influences the other. The present study, based on a cross-lagged panel analysis, examined the directional relationships between language anxiety and L2 achievement, each of which was measured at three times points across 17 weeks. The results supported the directional relationship from L2 achievement at Time 2 to language anxiety at Time 3 while the opposite directional relationship from language anxiety at Time 2 to L2 achievement at Time 3 was not supported. The moderation analysis further sheds light on the importance of the earlier L2 achievement in the development of anxiety later on, by examining the learners' motivational profiles. The learners with high autonomous motivation and high achievement at Time 1 did not exhibit anxiety at Time 3. On the other hand, the learners with high autonomous motivation but low achievement showed a high level of anxiety at Time 3. The paper concludes with some practical implications for L2 educators.

Bio: Abdullah Alamer is a quantitative researcher in motivation and language learning. Abdullah's research's main interest lays in evaluating self-determination theory in the domain of language learning, and other educational domains, and its relation to outcomes. Abdullah uses advanced quantitative methods such as Structural Equation Modeling (SEM), Exploratory SEM, Cross-lagged Panel analysis (CLP), and other SEM-related topics to get a more precise understanding of motivation.

Sociointeractive practices and personality differences within online learning environments

Asma Almusharraf and Norah Almusharraf

Imam Mohammad Ibn Saud Islamic University and Prince Sultan University, Saudi Arabia

Day: 1

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 3

Abstract: A primary effort within the literature addresses the needs in acclimatizing dynamic, student-driven instruction to conceive a significantly enhanced online learning environment. Examining learners' Socio-interactive practices and personality characteristics within online learning environments is critical in preparing and delivering a quality of teaching instruction. The research utilized three scales to investigate the relationship between student characteristics (introversion and extroversion) and their contributions (social presence), and their sense of class community within the online writing environment. It was undertaken in a public university in the Kingdom of Saudi Arabia (KSA), examining a sample (N=171, 36 males and 135 females) of EFL students from the same classroom and program. The results confirmed positive relationships between extroverted and introverted students with their social presence and sense of class community. These results reinforce the instructor's significant role in implementing and engaging students in learning experiences that can address the need for different types of students (e.g., extroverts, introverts) and enhance their interaction through online platforms. The broad implications of the present research are that they are valuable to instructors, instructional designers, and policymakers, in light of the understanding of learners' different characteristics and personalities, because they allow them to develop interactive online courses and continuously examine students' needs and challenges to increase their engagement in online courses. The study further calls for developing pedagogically sound approaches to shift away from instructor-fed to student-centered online learning that incorporates instructors' facilitation, constructive and continuous feedback, and clear guidance.

Bio: Asma Almusharraf is an assistant professor in the College of Languages and Translation at Al-Imam Mohammad Ibn Saud Islamic University (IMSIU), Riyadh, Kingdom of Saudi Arabia. Her research interests include ICT in Education, distance learning, Mobile-Assisted Learning, Language Acquisition, Foreign Language Learning, Foreign Language Teaching, and Computer-Assisted Language Learning.

Norah Almusharraf is an assistant professor in the Department of Applied Linguistics, Prince Sultan University, Riyadh, Kingdom of Saudi Arabia. She received her Ph.D. degree in Foreign and Second Language Education from the University of Buffalo. Her professional and research interests focus on English as a foreign language (EFL) learning pedagogics, inquiry-based teaching and learning, project-based learning and content-based instruction, cultural magnitudes of foreign/second language teaching and learning classroom, multimodal assessment and teaching strategies, technology implantation in the EFL English classrooms, teacher professional development using class critique and through professional learning community (PLC).

The portrayal of women in Hijazi proverbs

Meead Ghafoori

King Abdulaziz University, Saudi Arabia

Day: 1

Time: 16:20-16:50 (GMT 13:20-13:50)

Room: 1

Abstract: Proverbs are said to be the fruit of a people's wisdom. They generally reflect a nation's social values, norms and attitudes. Several studies have looked into women representation in proverbs (Storm, 1992; Mmadike, 2014; Rasul & Jinnah, 2016; Zheng, 2018; Durpui, 2019; Lomotey, 2019). However, such research on women's portrayal in Arabic proverbs is scarce (Belfatmi, 2013; Al-Zubaidi, 2019). The aim of this research is to explore the representations of women in Hijazi proverbs in Saudi Arabia, e g. الموية والنار ولا حماتي في الدار. About 51 proverbs portraying women were gathered from several authentic books of Hijazi proverbs, and were qualitatively examined by using the Feminist Critical Discourse Analysis (FCDA). The study employed an online questionnaire to explore Hijazi participants' attitudes towards the proverbial expressions that portray women derogatorily. A representative sample consisting of 80 Hijazi speakers of young adults (ages 18-35; n = 40), and middle-aged adults (ages 36-55, n = 40) was selected. Descriptive statistics were also provided to analyze and interpret the data. The results of the questionnaire revealed that the majority of the participants consider the Hijazi proverbs to represent negative images of women. The findings also showed negative portrayals of women in the Hijazi proverbial expressions, as well as positive ones. For instance, women were represented negatively as stupid, failure, incapable of carrying out their tasks, bad-decision makers, biased, and the source of temptation for men. Nonetheless, females were praised in a number of proverbs that confine them to particular restricted gender roles, such as mothers, wives and daughters. In general, the negative depictions constituted the majority of the proverbs collected.

Bio: Meead Abdulaziz Ghafoori is an MA graduate of English Linguistics at the Department of European Languages and Literature, King Abdulaziz University, Jeddah, SA. She obtained her BA from Umm Al-Qura University. Her research interests include pragmatics and child language acquisition.

A qualitative analysis of IEP teacher perceptions of reading instruction during emergency remote teaching

Adil Bentahar and Ali Alalou

University of Delaware, USA

Day: 1

Time: 16:20-16:50 (GMT 13:20-13:50)

Room: 2

Abstract: Technology has been associated with boosting language learning (Abraham, 2008; Felix, 2005; Shadiev & Yang, 2020) and improving reading proficiency (Shrum & Glisan, 2010). It also helps learners develop many skills ranging from facilitating the acquisition of vocabulary (Jones & Plass, 2002) to supporting input-rich texts and facilitating the use of authentic language in the classroom; an increase in learners' motivation is another outcome associated with technology (Shrum & Glisan, 2010). Amid strict state and local regulations for school opening and closing, the use of technology among language teachers, including skeptics of its usefulness, is no longer an option; familiarity with the basics of integrating technology into language is now an expectation.

This study examined the impact of online teaching on reading instruction in English language programs (ELPs). The present study, which uses a mixed-methods approach, is unique because, rather than merely examining the effect of technology in language settings on reading instruction in ESL/EFL contexts, it explored the virtual classroom itself by comparing it to face-to-face teaching environments during the pandemic. The participants in this study were teachers who previously taught reading in face-to-face environments before moving their instruction online.

Preliminary results of this investigation reported lower student-student and student-teacher interaction and lower student engagement in online reading classes, compared to face-to-face instruction. Furthermore, a fifth of the participants reported improvement in their students' reading proficiency in online classes. The findings inspire new directions for online reading instruction and offer key insights into ELT in general.

Bio: Adil Bentahar is an Assistant Professor at the English Language Institute (ELI), University of Delaware, where he usually teaches in the Academic Transitions and the MA-TESL programs. Dr. Bentahar's research interests include reading, teacher development, civic learning, and social justice.

Ali Alalou is an Associate Professor of French and Applied Linguistics in the Department of Languages, Literatures and Cultures (DLLC) at the University of Delaware. Dr. Alalou teaches French language courses and second language acquisition. His research interests include language acquisition, francophone studies, sociolinguistics, and Afro-asiatic linguistics.

Switchat: Arabic-English code-switching in informal computer-mediated communication

Wejdan Alshalan

Imam Muhammad Ibn Saud Islamic University, Saudi Arabia

Day: 1

Time: 16:20-16:50 (GMT 13:20-13:50)

Room: 3

Abstract: In this study, the author examined Arabic-English code-switching in informal computer-mediated communication, referred to as "switchat" henceforth. In doing so, she captured chat logs from a WhatsApp group over the span of a year. The group's members included 24 female Saudis who completed their intermediate through secondary stages of education at the International program of Riyadh Schools in Saudi Arabia, where all subjects, excluding Arabic and Islamic studies, are taught in English. Given their educational background, the participants were fluent in English and could converse in the language without any difficulty. Once data collection was completed, the author performed computer-mediated discourse analysis (CMDA) on the chat logs in order to determine switchat's communicative functions, which linguistic code was used most frequently (i.e., Arabic-scripted Arabic, Latin-scripted English, Latin-scripted Arabic, or Arabic-scripted English), and whether switchat occurred most frequently between messages (i.e., inter-sentential) or within them (i.e., intra-sentential). Key informant interviews were also conducted with each participant in order to triangulate the CMDA results, as well as to better understand the participants' thinking when they employ switchat. Accordingly, the author determined that (a) most instances of switchat were used for message qualification or as intersections, (b) Latin-scripted English and Latin-scripted Arabic were the most commonly used linguistic codes, and (c) most instances of switchat were intra-sentential. The key informant interviews corroborated the aforementioned findings and also revealed that participants preferred Latin-scripted English/Arabic owing to their ease of input.

Bio: Wejdan Alshalan is an Assistant Professor with over 13 years of experience at a leading Saudi university, Imam Muhammad Ibn Saud Islamic University. She has a Ph.D. degree in applied linguistics. Her research interests include sociolinguistics, language change, and computer-mediated communication.

Evaluating corpus-based wordlists for English language teaching (ELT) uses: A proposed tool

Sarah Alzeer

King Saud University and University of Birmingham, Saudi Arabia and UK

Day: 2

Time: 10:50-11:20 (GMT 7:50-8:20)

Room: 1

Abstract: Corpus linguistics allowed for identifying lists of words that merit instructional focus based on the frequency of their use (Folse & Youngblood, 2017). As large corpora and more sophisticated corpus-analysis tools have become available, the number of corpus-based wordlists targeting different types of vocabulary published during the last 20 years has rapidly increased. This wide variety of lists has caused problems for practitioners, for whom it is not always easy to decide which list is most useful for their purposes (Schmitt, 2016). In light of lack of accessible guidance on how to evaluate wordlists, this study aimed to construct an evaluation tool based on Nation's (2016) critique framework and consultations with ELT practitioners.

The target users of the tool are ELT practitioners such as teachers, curriculum and assessment coordinators, or materials developers involved in directing vocabulary acquisition. The tool aims to cater to practitioners with different levels of expertise and knowledge, and especially those who are unfamiliar with the intricacies of developing corpus-based wordlists. Specifically, it focusses on the unit of counting, the corpus, the approach to making the list, and usages issues pertaining to the purpose of using the list, the target type of vocabulary and learners' characteristics.

The tool in different iterations was revised by two panels of experts in corpus-based wordlist (14 in total), and was tested in real-life ELT scenarios by 11 practitioners who have been using wordlists. The quantitative and qualitative data collected from the participants suggested that the tool should help ELT practitioners assess the suitability of a wordlist for their purpose in a structured and thorough manner. Some participants raised issues regarding the tool's practicality and level of difficulty for some users. Furthermore, the study contributes to pedagogical wordlist use and development and the need to raise awareness about corpus-based wordlists among ELT practitioners.

Bio: Sarah Alzeer is a faculty member at the English Language and Literature Department, King Saud University. Alzeer is currently undertaking her PhD project about Corpus-based Wordlists at the University of Birmingham, United Kingdom.

Macrostructures of teacher research proposals: Toward a performance-based rubric on academic writing

Bonjovi Hajan and Merry Ruth Gutierrez

José Rizal University and Philippine Normal University, Philippines

Day: 2

Time: 10:50-11:20 (GMT 7:50-8:20)

Room: 2

Abstract: The research proposal as a genre has been extensively studied in recent years. However, research into the move structure of teacher research proposals remains relatively underexplored. This study aimed to describe the macrostructures of teacher research proposals and propose a performance-based rubric for research teachers to assess such a skill. The corpora were collected through a researcher-designed, expert-validated research proposal writing task from 15 research teachers at three public senior high schools in the Philippines. A top-down move analysis following Swales' (1990, 2004) Creating A Research Space (CARS) Model and Peacock's (2011) Move Structure was performed to explore the macrostructures of the research proposals' introduction and methods sections, respectively. Main findings showed that the macrostructures of the teacher research proposals varied considerably, with some proposals characterized with move recurrence and use of additional moves and steps. Specifically, nine move patterns were unearthed from the introduction analysis with Establishing a territory as the only obligatory move and Presenting the present work as quasi-obligatory. Furthermore, 13 move patterns surfaced from the methods analysis with Overview, Subjects/materials, and Procedure as the quasi-obligatory moves. A performance-based rubric for research teachers to assess the macrostructures of research proposals was developed based on these findings. It was then surmised that research teachers employ a variety of move patterns in writing a research proposal, which may be influenced by their idiosyncratic writing styles as individuals or a group of writers and the academic writing expectations of their respective discourse communities. The study also concluded that the performance-based rubric for research teachers is vital for measuring the macrostructures of research proposals with respect to introduction and methods writing. Validation and pilot-testing of the proposed rubric are recommended to establish its psychometric properties.

Bio: Bonjovi Hassan Hajan is currently a Research Lecturer at José Rizal University, Philippines. He holds a Master of Arts in Education with specialization in English Language Teaching from Philippine Normal University, Manila. His research interests include teacher cognition, blended learning, second language writing, language assessment, and discourse analysis.

Merry Ruth Morauda-Gutierrez is Associate Professor 4 at the Philippine Normal University, Manila. As coordinator of the university outreach program, she initiated a literacy drive among children from urban poor communities. She coauthored Teaching and Learning Languages and Multiliteracies: Responding to the MTB-MLE Challenge.

Bilingualism in Saudi EFL classrooms: A sociolinguistic perspective

Shadma Iffat Rahmatullah
King Khalid University, Saudi Arabia

Day: 2

Time: 10:50-11:20 (GMT 7:50-8:20)

Room: 3

Abstract: The study intends to evaluate students' perceptions of bilingualism as a language learning strategy in contemporary Saudi EFL classrooms. Besides, the study strived to elucidate the sociolinguistic factors related to learners' English language (L2) efficiency, their social interactions, and their preferred language use as a medium of instruction. Also, the study examined the impact of bilingualism on students' academic achievement in a sociolinguistics framework. The study followed qualitative and quantitative approaches. The participants (n = 125) are female undergraduates from King Khalid University from varied disciplines (English language, Information Science, Applied Science, and Islamic Studies) who provided their views by responding to the questionnaire with the 3 sets of 30 questions using a 5-point Likert scale. A small section of data was gathered through the teaching faculty (n = 35) from various social backgrounds who provided their experiential accounts on students' preferential learning styles in terms of language usage in the classrooms. According to data analysis, a considerable number of respondents (M = 3.7) preferred the bilingual approach for language learning. One of the major factors is their L2 proficiency which is at a moderate level. Conversely, several students (M = 2.9) expressed their consent on the negative impact of bilingualism in the classrooms as an obstacle to acquiring language competence. It is concluded that the bilingual method may have an added advantage for language learners in Saudi Institutions. The underlying rationale is the learners' minimum exposure to L2 in their Academic, professional, and other social environments. However, this approach may hamper their language learning process with more dependence on their mother tongue uses in various instances. Nevertheless, learners' linguistic ideologies and their attitude towards language learning influence their learning achievement and their L2 proficiency more evidently.

Bio: Shadma Iffat Rahmatullah (Ph.D.) is working as an assistant professor at King Khalid University, KSA. She has a passion for teaching in a multilingual and multicultural society with the integration of varied and innovative pedagogical techniques. Her research interests include literature and language studies, educational technology, educational psychology.

Rethinking citations: Proposing a new model for the analysis of stance and rhetorical functions of citations in interdisciplinary discourse

Fahad Aljabr

University of Hail, Saudi Arabia

Day: 2

Time: 11:20-11:50 (GMT8:20-8:50)

Room: 1

Abstract: In this talk I will investigate how citations act, and are acted upon, in citing texts. To that end, I proposed an innovative model for citation analysis and applied it to 1186 citations derived from twenty papers from one interdisciplinary journal: Global Environmental Change. The model builds on, extends and modifies certain aspects of some existing models on citation form, stance and function. I strongly argue that stance and function are different but related concepts in the analysis of citation. They operate in different directions and, when combined, can reflect the role of citation in the citing text.

In order to achieve a fine-grained understanding of the role of citation, citations were analysed within and beyond the level of the statements in which they occur. To achieve this, a new level was proposed for the analysis of citation function: the 'citation block'. I argue that citations operate in different directions within and beyond the proposition-level. I have also aligned and compared analyses at the clause- and block-levels for every citation. This alignment has resulted in the identification of conventional and unconventional patterns of citing.

The model has been applied to four sub-corpora of texts from two time periods and representing the more 'science-like' and 'social science-like' papers in the journal. The text-based analysis has shown the complexity of citation practices in interdisciplinary discourse. Overall, it is suggested that in this journal the 'social science' papers over time have become more similar to the 'science' papers. The results have also shown variation in citation practices between the individual selected papers in each sub-corpus. This variation is attributed to the interdisciplinary nature of GEC. The proposed model has the potential to be used to investigate variation in citation practices beyond interdisciplinary discourse, within and between disciplines or genres.

Bio: Fahad Aljabr is an assistant professor in the English Department at the University of Hail. His research interests include discourse analysis and evaluative language.

Cultural competence in L2 pronunciation acquisition

Nora Boayrid

Imam Abdulrahman Bin Faisal University, Saudi Arabia

Day: 2

Time: 11:20-11:50 (GMT8:20-8:50)

Room: 2

Abstract: This study explored the possible relationship between L2 cultural competence and pronunciation proficiency in seven advanced learners of English as a foreign language (EFL). Three data-collection methods were used in this study regarding the participants' learning experience, pronunciation proficiency, and cultural competence. Their learning experience data were collected through unstructured interviews via WhatsApp (i.e., a smartphone application mainly used for text messaging). Pronunciation proficiency was tested using Brooks' (1999) pronunciation test, which assesses the mastery of four main aspects: blending sounds, stress, intonation, and rhythm. To measure their cultural competence, Berry's (1980) East Asian Acculturate Measure (EAAM) was used. The findings showed that the selected participants adapt two strategies: integrative and assimilation. The two strategies represent high levels of acculturation which indicate L2 cultural competence in Fenner's (2000) classification of cultural exposure outcomes. The pronunciation test showed that the participants master English sound blending, stress, intonation, and rhythm. Taking into consideration that acculturation is the sole learning method/exposure to L2 for the participants, the study concluded that their acculturation predicts their pronunciation proficiency.

Bio: Nora Boayrid is a lecturer at Imam Abdulrahman Bin Faisal University. She earned a Masters in Arts (Applied Linguistics) from King Saud University, KSA, in May 2019.

Translation patterns of '-ly' adverbs of manner in SauLTC: An English-Arabic parallel corpus

Danah Alalwani and Maha Alharthi

Princess Nourah bint Abdulrahman University, Saudi Arabia

Day: 2

Time: 11:20-11:50 (GMT8:20-8:50)

Room: 3

Abstract: The purpose of this study is to investigate the patterns of translating English -ly adverbs of manner into Arabic through the use of the Saudi Learner Translation Corpus (SauLTC) (Al-Harthi & Alsaif, 2019), using Sketch Engine. Adverbs are considered one of the challenges in English–Arabic translation studies. The study is an attempt to provide a list of categorized patterns on the transitional options of -ly adverbs of manner from English into Arabic. It is a cross-linguistic corpus-based analysis which was conducted in two stages: First, each word that is tagged as an adverb and ends with an -ly was automatically extracted from SauLTC. This resulted in 232 types which then were manually analyzed and classified into various types of adverbs. Each -ly adverb of manner was extracted, analyzed and categorized based on its Arabic translation option in the target text. The results show that there was a higher percentage of translating these -ly adverbs of manner into Arabic prepositional phrases, compared to the other translational options. Second, the frequency data, containing the most frequent prepositional phrases obtained, were extracted from an Arabic non-translated corpus (KASCT) to investigate whether students tend to overuse or underuse a translated linguistic feature (Ramon and Labrador 2008). The results show that translation students tend to significantly underuse prepositional phrases, which might indicate their limited translation experience, or it might be interpreted as the students' general preference to avoid repetition as a result of their incomplete knowledge of the Arabic language system. It is hoped that the investigation of this area in English–Arabic translation studies offers significant insights for both students, translation researchers and professional translators.

Bio: Danah Alalwani is a master's student at Princess Nourah bint Abdulrahman University majoring in specialized translation (English language). This paper is part of her MA thesis in investigating patterns of translating adverbs. Her pervious educational qualification degrees are in Applied linguistics, as well as a professional experience in translation. Her interests are in the integration of corpus linguistics in translation studies.

Maha Alharthi is an Assistant Professor of Applied Linguistics at Princess Nourah bint Abdulrahman University. Her research interests are primary in corpus linguistics, computational linguistics, and L2 academic writing. She is mainly interested in investigating L2 collocations and their networks. She is the principal investigator of the Saudi Learner Translation Corpus (SauLTC). She is the local administrator of Sketch Engine at PNU.

Postcyberpunk dystopian cityscape and emotion artificial intelligence: A hetero-cognitive analysis of posthuman representation in Denis Villeneuve's Blade Runner 2049 (2017)

Nashwa Elyamany

Arab Academy for Science, Technology and Maritime Transport (AASTMT), Egypt

Day: 2

Time: 11:50-12:20 (GMT8:50-9:20)

Room: 1

Abstract: Since its inception in 1998, postcyberpunk narrative signaled a break from previous traditions and witnessed a substantial growth as the literary expression of postmodernism thematizing the status quo of Western societies. Postcyberpunk filmography, in particular, is characterized by three interlocked features: commercialized dystopian cityscapes in distant futures void of life; visual aesthetic grandeur symptomatic of the extrapolation of late capitalism and postmodernity; and the display of all-powerful humanoids taking up the protagonist roles and developing self-sentience. Postcyberpunk, as a consequence, extends its practices from the physical space to the space of the AI crafted body as the new 'self'. The hybridity pertinent to the postcyberpunk film genre and the inner and outer topographies of posthuman representation are, therefore, interesting vantage points of multimodal inquiry. Although Multimodal Critical Discourse Analysis (MCDA) unveils the ideological and social practices situated in the intersemiosis prevailing cinematic discourse, it has rarely paid attention to the indexical features of identity deployed at various semiotic levels from spatio-temporal and bodily standpoints in SF films.

Given the dearth of research on posthuman studies from multimodal vantage points, this research endeavor argues that MCDA scholarship has much to gain from a fuller engagement with dystopian literature in conjunction with emotion Artificial Intelligence (AI). The current study proposes a hetero-cognitive analytical model focusing attention on heterotopic 'spaces' and 'bodies' in mediated environments. While the introduced framework owes a substantial debt to Foucault's writings on heterotopia and the utopian body, in tilting the focus of enquiry, the model is informed by Lefebvre's (2004) work on polyrhythmia, Lawtoo's (2020) on hypermimesis, Pennycook's (2018, 2019) on spatial repertoires and semiotic assemblages and Coëgnarts's (2017) on cognitive embodiment as useful interventions. This study takes Blade Runner 2049 as a fertile case study to expound upon the hetero-cognitive embodied representation of posthumans in postcyberpunk cityscapes.

Bio: Nashwa Elyamany is an assistant professor of linguistics. She is interested in a wide array of interdisciplinary research projects in light of solid academic background and extensive coursework in areas of specialization. Her recent publications include a multiplicity of genres incorporating diverse theories of pragmatics, stylistics, sociolinguistics, social semiotics, science journalism, new media, cultural studies, and digital media literacies. Her teaching and research are located at the juncture of the critical study of motivational speeches, digital narratives, musical numbers, military-themed videogames, political memes, National geographic feature articles, Op-Eds in American newspapers, the aesthetics of forensic crime drama series, and post-human representation in SF films. She has received scientific publications awards for several research papers published in journals indexed in Scopus and Web of Science, namely The Social Science Journal, Visual Communication, Convergence, Anàlisi: Quaderns de Comunicació i Cultura, Arab Media & Society, IJAES, and CALL-EJ.

Learning in crisis: An investigation of Saudi EFL learners' perceptions of e-learning during the Covid-19 pandemic

Yasamiyan Alolaywi

Qassim University, Saudi Arabia

Day: 2

Time: 11:50-12:20 (GMT8:50-9:20)

Room: 2

Abstract: In crises, miracles are made, and it is commonly said that every cloud has a silver lining. These and other sayings have become evident on the ground during the ongoing Coronavirus crisis. In fact, the current circumstances have led to the search for alternatives to keep life going smoothly without obstacles or interruptions, particularly in education. However, to what extent are these means effective, and whether or not they are sustainable alternatives to the traditional style of learning is a matter of investigation. One aspect of this is the subject matter of the current study which aimed to explore EFL students' perceptions toward online learning during the COVID-19 pandemic, with special emphasis on the difficulties they encountered and the pros and cons of this mode of education. The participants in this study were 158 EFL undergraduate students (M = 35.4%, F = 64.6%) from the Department of English at Qassim University, Saudi Arabia. Data for this research were collected by distributing a semi-structured survey designed by the researcher. The results showed that one of the main obstacles students faced in e-learning was technical issues associated with inefficient internet service. Although the results showed that students were easily able to handle educational platforms and manage their online studying, the majority of the participants preferred traditional learning styles over the recent online mode. Moreover, the students found it difficult to concentrate and follow up with their instructors through online mediums. Yet, they acknowledged that the most prominent advantages of distance learning are protection from the virus, mobility, convenience, and flexibility, as well as the elimination of transportation problems associated with traditional schooling. Based on these conclusions, some implications are drawn and suggestions for improvement are put forward to educators and policymakers working in the field of education.

Bio: Yasamiyan Alolaywi is an Assistant Professor of Applied Linguistics at the Department of English Language and Translation, Qassim University, Saudi Arabia. Her research interests include: TPD (Teacher Professional Development), Pragmatics and Translation. Dr. Alolaywi has research participations in national and international conferences as well as research publications in highly ranked journals.

The effect of personality traits on L2 speaking performance across the motivational levels in the Saudi context

Nouf Aljuaid

Taif University, Saudi Arabia

Day: 2

Time: 11:50-12:20 (GMT8:50-9:20)

Room: 3

Abstract: Considering the importance of learners' characteristics in facilitating or hindering second language oral communication, two traits that received the most attention by researchers are extroversion and introversion. However, the findings were contradictory; some supported that extroversion correlates significantly with speaking skills, and others disconfirmed this finding. So, this study aims to investigate the EFL introvert and extrovert learners' speaking performance across their motivational levels in the Saudi context. The sample included 75 females from the college of science with elementary to pre-intermediate English proficiency levels and studied English as a compulsory subject. We used the English level test to determine the proficiency level, the EPQ-R questionnaire to identify the personality types, and the AMTB questionnaire to measure the motivational level. The participants' speaking results were analyzed; the speaking test was an ongoing process conducted through an online classroom. Then, descriptive and inferential statistics were extracted from SPSS. The two-way ANOVA revealed no significant differences in speaking results between highly motivated introverts and extroverts; also, between low motivated introverts and extroverts, meaning that personality traits do not play an essential role in L2 learners' speaking performance. So, EFL learners can perform well in oral performance regardless of their personality types. This study provides some implications for L2 language teaching practices and some recommendations for further research.

Bio: Nouf Saleh Aljuaid holds an MA degree in Teaching English to Speakers of Other Languages from Taif University, Saudi Arabia. She is a member of Saudi TESOL Association and American Association for Applied Linguistics.

A bilingual corpus-assisted discourse study: Framing the outcomes of the Egyptian revolution

Safa Atia

Universidad Autonoma de Madrid, Spain

Day: 2

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 1

Abstract: The latent resonance of the autocratic regimes in the North African and Middle Eastern countries has transformed the region into what is called "Arab Spring". These uprisings were covered extensively and thoroughly in the media worldwide in all the languages. The present study is based on the corpus-assisted discourse (CADS) to examine the development of the Egyptian revolution (2011-2015) through different media lenses. This investigation breaks new ground by adapting the CADS approach to a bilingual corpus- Arabic and English. It analyses news reports from the Arab written media in Arabic (Al-Jazeera and Al-Arabeya), the Arab written media in English (Al-Jazeera and Al-Arabeya), and the Western written media in English (BBC and CNN), by using the AntConc 3.5.8. software (Anthony, 2019). Collocations' categories, frequency distribution, and story content are analysed to discuss the outcomes of the Egyptian uprising from the media discourse and unveil the hidden bias in their languages. The study shows how the bilingual CADS served to uncover differences and similarities between the three media categories. It concludes that they have a lot of similarities in the collocations' categories and the story content that is based mainly on a negative ideology that focuses on the unstable political life and the violent social protests during the five analysed years. Yet, they have some inconsistencies in the frequency distribution.

Bio: Safa Atia is an English teacher and PhD researcher in the Universidad Autonoma de Madrid. She is working on the media's ideology towards few countries of the Arab Spring. She has an article published with Professor Jesus Romero Trillo, with the title "Framing the ideological outcomes of the Tunisian revolution through the eyes of the Arab and Western media".

Higher education autonomous e-learning for generation Z during COVID-19: How medium is not an issue

Yomna El-Hossary

Trinity College, Dublin, Ireland

Day: 2

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 2

Abstract: Since the outbreak of COVID 19, the educational system has changed radically. All classrooms have become virtual, which has resulted in the amendments of the methodological perspectives. Subsequently, this study aims at experimenting an innovative technique that is new for the Egyptian Universities, which is called "Guided Autonomous Learning", developed from Hu and Zhang (2017) classification of autonomous and dependent learning, of delivering the linguistics content and measuring the effect and role of social media integration in the educational process. This research followed a quantitative methodology as the tests are done through observations, surveys and statistical analysis of the students' performance, satisfaction and results. It targeted 70 students, all of the second year, English section students of Linguistics in Applied Languages Programme from the same age group for a whole term (fall, 2020). The content is delivered through online mediums – Zoom and Microsoft Teams - following the 80 - 20 technique - to minimize the teacher role to be considered a facilitator. The teacher – myself – has provided students with different resources for the same topics and the students are responsible for researching and presenting the topics in teams to their colleagues using YouTube videos and creating TikTok videos for their Linguistics projects. Assessment is not only knowledge based, but also skills based, as assessment is done through online exams, TikTok videos, Instagram posts and final research with YouTube video summary. A survey has been taken and the students showed 100% of satisfaction. As a result, based on the experiment, Guided Autonomy and Social Media integration has proven to be effective with Higher Education students of Linguistics.

Bio: Yomna El-Hossary is an Instructor of Linguistics at the Applied Language Programme, Alexandria University. She has attended pre-doctoral training in Applied Linguistics and SLT at Trinity College, Dublin, and currently she is a PhD researcher in Computational Linguistics, in addition to having publications in the field of Applied Linguistics.

Processing of Arabic sentential ambiguity

Buthainah Al Thowaini

King Saud University, Saudi Arabia

Day: 2

Time: 15:20-15:50 (GMT 12:20-12:50)

Room: 3

Abstract: The investigation of syntactic processing of ambiguous constructions launched a broad range of publications examining factors influencing attachment preferences within and across languages (e.g., Bidaoui, Foote, & Abunnaser, 2017; Hurewitz, 2001; Park, 2015). In particular, the ambiguity reflected in globally ambiguous sentences, such as the infamous "Someone shot the servant of the actress who was on the balcony with her husband," led to the development of various parsing models for the purpose of understanding sentence processing and comprehension (Cuetos & Mitchell, 1988).

While studies have examined syntactic ambiguity resolution across languages, none of the languages previously examined had attachment preference rules. Arabic, on the contrary, represents an intriguing case, as there are set rules for syntactic features involving object pronouns, Norman genitive/iDafa structures, and prepositional pronouns. However, no rule determines the attachment preference when two of these features are present in the same sentence. Thus, the present study is guided by the hypothesis that speakers of Arabic may be conflicted in applying the iDafa rule given the presence of an analogous rule (i.e., that of personal pronouns) in determining the antecedent of relative pronouns introducing relative clauses.

To test the hypothesis, the study examined syntactically ambiguous sentences involving relative clauses following an iDafa construction. 52 Arabic monolinguals completed a self-paced reading task and an online indirect paraphrase decision task. Both response-time and accuracy results were recorded for the analysis, and data were later analyzed using repeated-measures ANOVAs and Chi-square test of independence. The findings revealed a preference for NP1 attachment, reflecting an application of the iDafa rule as well as variation between participants' attachment preferences. Implications of the findings, particularly sentence processing models and in regard to individual differences, are discussed.

Bio: Buthainah Al Thowaini is assistant professor of Psycholinguistics at King Saud University.

EFL students' use of online corpus consultation to overcome vocabulary errors in academic writing

Raniya Alsehibany

Technical College for Girls in Riyadh, Saudi Arabia

Day: 2

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 1

Abstract: Writing is an important skill, and it is a tool that EFL students need to improve and develop their knowledge. Corpus technology has gained an increasing attention in the field of language education recently. This study aims to investigate how using online corpus consultation could help EFL students to overcome vocabulary errors in academic writing. The study has examined four different aspects of vocabulary which are, collocation, connotation, spelling and word form. Also, the study aims to highlight the difficulties that EFL students face while using corpus consultation. Finally, the study also seeks to explore EFL students' perspectives toward using corpus consultation in a writing class. The corpus used in the study is the Corpus of Contemporary American English (COCA); COCA was chosen for its free availability online and its large size. The participants of this study are 30 Saudi Female students from level 5, EFL majors at the College of Language and Translation, Imam Mohammad ibn Saud Islamic University (IMSIU) in Riyadh, Saudi Arabia. This study used a mixed- methods approach to ensure the credibility of the data and obtain clear descriptions about the topic. The study instruments are: 1) pre-post vocabulary and essay writing tests, 2) questionnaire and 3) semi-structured interviews. Moreover, the students have received intensive taring course about using corpus consultation and have participated in 12 different tasks during the term. The study results show that integrating corpus consultation into L2 classes is very useful and effective. First, the pre-post vocabulary and essay writing tests show a noticeable improvement in students' writing performance. Second, the questionnaire results indicate a general positive attitude toward using corpus consultation in writing classes. Finally, the semi-structured interviews highlight the main difficulties that students face while using corpus consolation. Suggestions and implications for future research are discussed.

Bio: Raniya Alsehibany is an English-language lecturer at the Technical College for Girls in Riyadh and is currently a PhD candidate (Applied Linguistics) at Imam Muhammed bin Saud Islamic University (IMSIU). She holds two master's degrees: one in Linguistics and the other in Accounting & Finance. She holds a bachelor's degree in English Language and Literature. She is interested in academic writing development, L2 vocabulary learning and Corpus linguistics.

COVID-19 lockdown and early vocabulary development: Insights from Saudi households

Haifa Alroqi, Alaa Almohammadi, Khadeejah Alaslani and Maha Bakoben

King Abdulaziz University and Purdue University, Saudi Arabia and USA

Day: 2

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 2

Abstract: In early 2020, COVID-19 lockdown across the world drastically impacted people's lives and disrupted their routines. Changes in the home environment during lockdown could impact children's experiences and development. The current study examines home activities (parent-child interactions, reading, play, and screen use) during COVID-19 lockdown in Saudi Arabia and their associations to the vocabulary development of 8- to 36-month-old children (N = 158). Expressive and receptive vocabulary of 8- to 16-month-olds and expressive vocabulary of 17- to 36-month-olds were assessed using a Saudi Arabic Communicative Development Inventory (CDI) at the onset of lockdown (T1) and again at the end of lockdown (T2). Data on caregivers' and children' activities during lockdown were collected at T2 using a caregiver-report questionnaire. Data for this project were collected as part of a larger project (i.e., Kartushina et al., 2021) across 13 countries and 12 languages examining the associations between caregiver-child activities and children's vocabulary development. Findings from the larger multinational project indicate that children who had more passive screen time had lower expressive vocabulary gains, whereas children whose caregivers read to them more often had higher receptive vocabulary gains. Maternal education did not predict vocabulary size, but it correlated negatively with screen media use and positively with time spent on caregiver-child interactions, shared book reading, and playing with the child. In the current study, we focus on a subset of data from Saudi Arabia, a country that implemented strong containment measures (Hale et al., 2021). We present preliminary findings of activities that young Saudi children engaged in during lockdown and their association to their vocabulary development. We also examine how children's engagement in activities varied by socioeconomic status (SES). Results from this study may guide future research and help to inform caregivers on the importance of caregiver-child activities in the early years.

Bio: Haifa Alroqi (PhD, The University of Manchester) is an Assistant Professor of Linguistics at King Abdulaziz University. Her research interests include screen media use in early childhood and its association to cognitive and language development.

Alaa Almohammadi (PhD, King's College London) is an Assistant Professor of Linguistics at King Abdulaziz University. Her research interests include language and literacy development in early childhood. She is currently the head of the Department of European Languages and Literatures at King Abdulaziz University (Women's Campus).

Khadeejah Alaslani (MA, Northeastern Illinois University) is a PhD candidate in the Linguistics department at Purdue University. Her research interests include language development in early childhood.

Maha Bakoben (PhD, Imperial College London) is an Assistant Professor of Statistics. She is the head of the Department of Statistics (Women's Campus) at King Abdulaziz University. Maha's research interests lie in the area of data mining and computational statistics.

Translation of binomials in the Holy Quran: A corpus-based study

Ghuzayyil Al-Otaibi

King Saud University, Saudi Arabia

Day: 2

Time: 15:50-16:20 (GMT 12:50-13:20)

Room: 3

Abstract: Binomials, as a sub-type of collocation, are made of two connected words (e.g., heaven and earth), and they are considered challenging to translate because some are idiomatic, ambiguous, culture-specific, etc. More importantly, they are found more commonly in religious texts such as the Holy Quran. Thus, preserving collocability for translated binomials is essential to produce a quality translation. Based on this, the present study examined the translations of Quranic binomials by seven translators in terms of form and meaning. In other words, the researcher explored to what extent translators have maintained collocability in their translations and whether they normalized binomials or explicated them. In addition, the researcher analyzed binomials in relation to semantic categories and word class. Further, translations were investigated in terms of semantic shifts of generalization, specification, mutation, and omission. The current study is descriptive and corpus-based employing qualitative and quantitative procedures in a mixed-methods approach. Results showed that there are 120 binomials in the Quran occurring twice or more. They consist mainly of complementary nouns denoting culture-specific items. Further, results revealed that only 7% of the translations are with maintained collocability and are basically of universal, antonymous concepts. On the other hand, less than half of the translations were prone to explicitation shifts more commonly by Hilali-Khan, Yusuf Ali, and Sarwar. Regarding semantic shifts, they mark more than a quarter of binomial translations and affected basically one conjunct and are primarily associated with Sarwar's translation. With or without shifts in form, semantic shifts are inevitable. This is due to a number of reasons such as the need to produce either a source- or target-oriented translation, translators' awareness of a specific group of readers, and lack of translators' knowledge of equivalent binomials. Furthermore, some binomials are culture-specific, idiomatic, polysemous, ambiguous, or peculiar to the Holy Qur'ān.

Bio: Ghuzayyil Al-Otaibi has been working for KSU since 2005. She obtained her MA degree in applied linguistics and her MBA in business administration. She has a PhD in applied linguistics.

From dispreferred reactions to perceive communicative ethos in French and Chinese: A comparative study of business meetings

Jialih Yang

University Paul Valéry Montpellier 3, France

Day: 2

Time: 16:20-16:50 (GMT 13:20-13:50)

Room: 1

Abstract: The maxi-purposes of a buyer-supplier interaction are to collect information of opposition party, transmit their own information, and then associate two of them to assess a potential transaction. Regarding sequence organization in interaction, the "preferred reply" can be described as "yes-period" in second part of an adjacency pair (Sacks, 1987). In a general manner, to perform a "dispreferred reply" comparable to a "no-plus" form, seems to take more effort for the recipient: a move with complex and lengthy formulation incorporating a certain delay and hesitation markers, plus non-verbal elements. This study based on transcription, consists of two naturally occurred buyer-supplier meetings in France and two in Taiwan to study their communicative ethos (Brown & Levison, 1987) in above speech communities (Hymes, 1972). Within an objective to achieve a transaction, both parties during the interaction need to display a certain level of constructive attitudes toward a collaboration where a conflict of interests exists (Barth & Bobot, 2010), and rights and obligations (Goffman, 1956) are not reciprocal. To obtain necessary intelligences from the other party, executing the request and question (Searle, 1969), can be deemed a FTA. Moreover, the recipient does not have obligations to disclose the maximal information in terms of quantity and quality (Grice, 1975) to the questioner. The "dispreferred reaction" occurs in response to a sensitive demand. In an antagonist relationship, French speakers are able to express boldly and directly to their addressee, like a "resounding no" without hesitation, a "firm refusal" after a series of requests. Whereas Mandarin Chinese speakers in Taiwan prefer to beat around the bush trying to reduce the impact of "marked turn" (Sacks, idem). As a result, the style of performing a "dispreferred answer" can be different from one to the other community grounded on a comparative approach in an equivalent context.

Bio: Jia-Lih YANG, PhD in linguistics of University Paul Valéry Montpellier 3, is currently attached to Praxiling laboratory. She obtained two Masters of Science in Management during 2004–2008. Owing to her professional practices in international commerce, she arises interests in cross-cultural interaction (English, French and Mandarin Chinese), especially in business contexts.

Exploring attractor states that impact motivation among L2 Learners of Arabic in the UAE

Juwaeriah Siddiqui

Carleton University, Canada

Day: 2

Time: 16:20-16:50 (GMT 13:20-13:50)

Room: 2

Abstract: The objective of this research is to understand the motivation of non-native Arabic learners and investigate how it is constructed by their learning experience (LE) in the United Arab Emirates (UAE). Non-native Arabic learners are taught Arabic as a mandatory second language in K-12 schools in addition to being surrounded by a large Arabic speaking community in the United Arab Emirates (UAE), yet have low engagement with the Arabic language (Al-Issa & Dahan, 2011; Raddawi & Meslem, 2015). Such low language proficiency in the face of academic compulsion and external influences (culture, policy, and parental expectations) then needs to be further investigated. The present study takes in a cross-disciplinary approach, drawing in concepts from Dörnyei's Second Language Motivational Self System (Dörnyei, 2005) to understand L2 learner's motivation analyzed from a complex dynamic system theory lens (Larsen-Freeman & Cameron, 2008). The study employs surveys and semi-structured interviews with L2 Arabic learners and educators with the goal of identifying and constructing the casual mechanisms that underlie each typical learner archetype (Hiver, 2015). To prove LE is dynamic, phase 1 applies concept mapping (Kane & Trochim, 2007), a complexity theory-based research technique to generate two concept maps comparing students' attitudes of motivation towards Arabic and how the educators perceive this attitude. In phase 2, 50-60 secondary school students are surveyed to assign membership to each recognized archetype and a few typical archetypes are interviewed. The results will provide insight into the motivational dynamics of the L2 learner, thereby providing suitable intervention points and may contribute significantly towards L2 motivation research of Languages other than English (LOTE).

Bio: Juwaeriah Siddiqui is a PhD candidate in Applied Linguistics at Carleton University, Ottawa, Canada. Her research focus is understanding the motivation and challenges in Arabic Language acquisition among non-native speakers of Arabic. Having completed her master's in systems science engineering from University of Ottawa, Canada, she is currently working on combining concepts from dynamics systems theory and second language learning to understand complexities in language development. Her focus is on tracing the motivational trajectory of non-native speakers of Arabic by exploring their learning experience to learn how this impacts their Arabic learning attitude. In the future, she intends to draw parallels between the current acquisition techniques employed to teach English to non-native speakers in Canada and apply them to improve Arabic language acquisition. Her research domain includes second language acquisition, complexity theory and learning experience.

Poster Presentations

KINGDOM OF SAUDI ARABIA
ASSOCIATION OF LANGUAGE TEACHERS

تراجم
TRAAJIM

Representations of COVID-19 in Saudi newspaper reports: A critical discourse analysis

Nojood Alwagdani

Independent Researcher, Saudi Arabia

Day: 1

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

Room: 1

Abstract: Covid-19 outbreak has affected the world in every aspect of life such as health, economics, agriculture, etc. Accordingly, the media tackled the issue in various ways (e.g., news, programs, etc.) among of which, is the newspapers. Although several studies investigated the issue of Covid-19 in newspapers, studies on representations of Covid-19 in Saudi newspapers reports remain scarce. The current study applies a qualitative design and aims to investigate the discourse representations of Covid-19 in Saudi e-newspapers. It also aims to discuss the themes under which these representations may come. Five reports from two electronic versions of Saudi newspapers published during December 2020, namely, Okaz and Al-Riyadh, were collected. Covid-19 related expressions are then transcribed and translated into English. The data is analyzed within Fairclough's (1992) three-dimensional model. It was found that newspaper reports negatively represent the virus as it was depicted in six main images in Saudi news, namely: outbreak, pandemic, war, a fast killer, a mysterious enemy, and a storm. It was also found that some metaphorical expressions such as "war" and "enemy" may produce fear and anxiety among the readers. Some writers also used discourse strategies such as intertextuality in their texts. The study, however, has some limitations. The number of Saudi newspapers that the study investigated may not be representative of all Saudi news. It can be recommended that more studies can be conducted on newspaper reports within different frameworks such as van Dijk's (2001) socio-cognitive model. Comparative studies on Covid-19 in different newspapers can also be investigated as well as newspaper headlines.

Bio: Nojood Alwagdani is an English language graduate and an MA candidate in Linguistics at King Abdulaziz University. She attended a number of conferences in the field of Applied Linguistics and English language teaching and is interested in mobile-assisted language learning, language teaching and technology, and discourse analysis.

The use of mobile microblogging as a tool to foster vocabulary learning among EFL students in Saudi Arabia

Norah Alsharidi

University of Exeter, UK

Day: 1

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

Room: 2

Abstract: Vocabulary learning is a continual, constructive aspect of language acquisition, wherein exposure to words at different times and contexts is a critical prerequisite to increased knowledge. Vocabulary learning is considered a common issue among many learners of English as a Foreign Language (EFL). However, the popularity of Web 2.0 technologies can help in the repeated exposure of students to target words outside the classroom at varying periods, thereby enabling students to consolidate learning and elaborate on word meaning and use (Webb, 2007). This study is conducted in an endeavour to maximise the benefits of mobile technology use among the young generation. The study addresses two main questions for the aims of assessing the impact of using mobile microblogging as a tool for enhancing the depth of vocabulary knowledge, investigating learners' attitudes and opinions regarding the effectiveness of mobile microblogging as a tool for learning English in general and for vocabulary learning development in particular, and exploring learners' experiences of such use in supporting vocabulary learning. The present study targeted EFL students in a local Saudi university. The study takes a mixed-methods design that combines both quantitative and qualitative strategies. The study is based on an intervention that is held for over 7-weeks using non-equivalent pre-and-post- tests control group design where two intact classes are assigned into experimental and control groups. The study was conducted in the second semester of their first year. Data were collected through pre-and-post vocabulary measurement tests and post-intervention questionnaire, and post-intervention interviews were also conducted to collect information on students' learning experiences and their feedback on the intervention. The findings are expected to contribute significantly to theory and practice as this work is an attempt to bridge the gap between the effective role of social interaction in language learning through mobile technology and the depth of vocabulary knowledge.

Bio: Norah Alsharidi is a PhD student at University of Exeter. She holds an MA in TESOL and Applied Linguistics, UK. Her research interests are in vocabulary knowledge, vocabulary acquisition and use, academic vocabulary acquisition, mobile-assisted language learning and Web 2.0 technologies. She is also interested in second language research methodologies.

Shifting from inter- to trans-cultural communicative competence in English as a lingua franca contexts

Antonio Taglialatela

University of Tuscia, Italy

Day: 1

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

Room: 3

Abstract: Mutual intelligibility is the basic component of successful communication and gained special scholarly attention in the last decades due to the rising phenomenon of globalization. Nevertheless, successful communication becomes particularly complex when interactants do not share the same linguacultural background. English as a lingua franca (ELF) has often been considered the key to bridging this gap, with English being used as the preferred contact language not solely among non-native English speakers, but among native and non-native English speakers alike. People today communicate through and across cultures (trans-) instead of in-between cultures (inter-), and previous studies demonstrated culture to be a critical aspect to participants in ELF communication. However, despite the numerous studies on the subject, most of them have typically been about intercultural competence, communicative competence, and the result of their combination, i.e., intercultural communicative competence (ICC), with insufficient attention being paid to transcultural competence. Through a qualitative approach based on a substantial literature review on the topic, this paper seeks to update Byram's established construct of ICC, rewording it as transcultural communicative competence (TCC) when conjoined with ELF. The results suggest that successful transcultural communication using ELF will specifically necessitate the development of one's TCC for the mindful application of their intercultural knowledge in sensitive ways.

Bio: Antonio Taglialatela is a Researcher in English Linguistics & Translation at the University of Tuscia; Co-director of the Summer School on British and Anglo-American Cultural Studies at the University of Urbino; Research fellow at The Englishers' LLL Int'l Research & Training Directorate. His main research interests focus on ELF, intercultural communication, and EU multilingualism.

A multimodal analysis of the representation of Saudi women in selected caricature images from cartoon movement platform

Afnan Alasmari and Alaa Almohammadi

King Khalid University and King Abdulaziz University, Saudi Arabia

Day: 1

Time: 13:30-13:50 (GMT 10:30-10:50)

Room: 1

Abstract: This paper exercises a multimodal discourse analysis approach to explore the visual representation(s) of Saudi women in a small cartoon corpus published on a global online platform, Cartoon Movement. More specifically, the present study aims to identify the visual communicative functions, thematic foci and discursive practices adopted by caricature producers when representing Saudi women issues in the post-driving era. As a case study, ten caricature drawings published online between 2017 and 2020 have been purposively selected for semiotic analysis. Applying Kress and Van Leeuwen's (2006) social-semiotic approach to multimodality reveals that understanding the three aspects of meaning––representational, interactive, and compositional––is a prerequisite to grasping the cartoonists' implicit messages. There are three thematic foci that emerge in representing Saudi women in the selected cartoons: male guardianship, the end of the driving ban, and dress code. These themes are used to depict a typical and negative image of Saudi society and Saudi women. Official Saudi efforts to empower women, such as ending the driving ban and allowing women to vote in elections, are depicted as being superficial and controlled by the male guardianship system. Furthermore, the discursive strategies manipulated in the visual compositions are applied in accordance with the cartoonists' tacit ideologies to represent Saudi women, including visual metaphor, stereotyping, victimisation, comparison, exaggeration, and normalisation.

Bio: Afnan Alasmari (MA, King Abdulaziz University) is a Lecturer of Linguistics at King Khalid University. Her research interests include multimodal and critical discourse analysis, comprehension of English metaphor by Arabic speakers and language and the media.

Alaa Almohammadi (PhD, King's College London) is an Assistant Professor of Linguistics at King Abdulaziz University. Her research interests include language development in early childhood and language and the media. She is currently the head of the Department of European Languages and Literatures at King Abdulaziz University (Women's Campus).

Students' evaluation of teaching practices at foreign languages department (FLD) in Taif University

Awwad Ahmed

Taif University, Saudi Arabia

Day: 1

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

Room: 2

Abstract: This research paper demonstrates authentic materials to enrich the student evaluation of teaching henceforward (SET) at Foreign Languages Department (FLD), namely; an electronic online questionnaire adopted from the National Center for Academic Accreditation and Evaluation in Taif University was used as a tool by students to evaluate teachers' teaching practices. It aimed mainly to enhance the standard of the courses. The sample of this survey included (956) male and (945) female students' evaluation reports for (11) female teachers and (16) male teachers who taught them different courses in the 2nd term of the academic year 2018/ 2019. The data collected through this standardized questionnaire was analyzed and reflected notable results towards effective teaching practices at FLD. Moreover, there were statistically notable variation among the sample responses due to the academic level between fresh and junior students which was in favor of fresh students (sig < .001).

Bio: Awwad Othman Abelaziz Ahmed is a professor of Applied Linguistics in the foreign languages department at Taif University, KSA. He teaches various courses of linguistics to BA and MA students. He is a supervisor for several MA and PhD theses in applied linguistics. His current research interests include sociolinguistics and second-language learning, teaching and assessment. He is also interested in finding more efficient and innovative methods of teaching.

A corpus-based analysis of the students' awareness of translating the semantic prosody of 'commit' and 'cause'

Awatif Alotaibi and Maha Alharthi

Princess Nourah bint Abdulrahman University, Saudi Arabia

Day: 1

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

Room: 3

Abstract: While extensive attention has been paid to the translation of collocation in recent years, very little has been said about semantic prosody in translation, and the translation students 'awareness of this phenomenon. The term semantic prosody has been used to refer to evaluative part of meaning that is beyond single words. This study explores the semantic prosody awareness of the translation learners for two lexical items: cause and commit for which specific semantic prosody claims have been stated by corpus linguists. It focuses on the L2-into-L1 translation of these lexical items, with particular emphasis on proper rendering of the semantic prosody. Thus, a corpus-based analysis was conducted using Saudi Learner Translation corpus (SauLTC) to investigate students' knowledge of translating the semantic prosody of cause and commit into Arabic. The results show that some students appear to be unconsciously aware of the semantic prosody of commit and cause, creating the same prosody in the target text. However, other students showed a lack of knowledge of the concept, resulting in a change or loss of the semantic prosody of the two verbs in the target text. It is conceivable that this phenomenon might be the result of the absence of introducing semantic prosody comprehensively in the linguistics or translation courses, and the students' insufficient attention to analyzing texts before starting the process of translation. The results can be beneficial for the translation instructors and translation trainees to improve cross-language equivalence between English and Arabic that resides in units of meaning larger than single words. A possible recommendation might be that explicit instruction about semantic prosody in the classroom might help the translation learners. Furthermore, with the advanced technology that the world is witnessing, corpora can be of huge benefit in the educational system, most notably in teaching translation.

Bio: Awatif AlOtaibi is a postgraduate student in the specialized translation program at Princess Nourah bent Abdulrahman University. Her research interests are corpus-based translation, forensic translation, and translation and artificial intelligence. She is a freelancer translator in different professional institutions.

Maha Alharthi is an Assistant Professor of Applied Linguistics at Princess Nourah bent Abdulrahman University. Her research interests are primarily in corpus linguistics, computational linguistics, and L2 academic writing. She is mainly interested in investigating L2 collocations and their networks. She is the principal investigator of the Saudi Learner Translation Corpus (SauLTC). She is the local administrator of Sketch Engine at PNU.

Language, ideology, and women representation: A critical discourse analysis of Walt Disney's "Mulan"

Dina K. M. Hasan

Alexandria University, Egypt

Day: 2

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

Room: 1

Abstract: The current study aims at the realities and ideologies about women representation in the adventure animation movie "Mulan", released by Walt Disney Pictures in 1998, using the English subtitles. Critical Discourse Analysis is "a type of discourse analysis research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts" (van Dijk, 2004, p. 352). So, the study provides a deep insight into the role of animation movies in reality construction where it concludes that cinema is a powerful tool capable of creating realities and ideologies among the masses. Mulan as an animation movie is an embodiment of themes of honor, family, respect for elders and duty. Mulan, the female character, represents the epic folktale of a legendary warrior in the old Chinese ballad who saves her country from the invading Huns. The representation of women using the structure of the movie is attained through the focus on the heroine, Fa Mulan. Additionally, concerning the meaning of song texts in Disney's "Mulan", it seems useful as these always play an important role in conveying the movie themes as well. The current research has concluded a number of perspectives about women manifestation through "Mulan" by Fairclough's (1989, 1992a, 1993, 1995) three-dimensional framework. It is also significant as it briefs the social changes about women representations and roles. Besides, it creates awareness in the masses for the welfare of a free and open society.

Bio: Dina K. M. Hasan is an Egyptian PhD candidate who started her academic journey at Institute of Applied Linguistics and Translation, Faculty of Arts, Alexandria University in 2020. She obtained her master's degree in translation in 2019. Starting her career earlier in 2013, she became fond of teaching English as a second language for Egyptian students. Translation studies and Linguistics are among her research interests.

Predicting Saudi learners' critical thinking through personality traits: A study of PYP students

Muhammad Akram, Anser Mahmood and Mahreen Tariq

Govt. Graduate College Burewala, University of Lahore and NCBA&E Multan, Pakistan

Day: 2

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

Room: 2

Abstract: This study aims to identify the relationship between Saudi EFL students' critical thinking skills and their personality traits. Critical thinking is primarily concerned with learning how to think whereas personality is a diverse and cumulative concept encompassing a number of dimensions and variables. A quantitative approach was utilized to answer the question of what personality trait (extroversion or introversion) is the stronger predictor of preparatory year program (PYP) students' critical thinking skills. One hundred and fifty-nine (159) EFL preparatory year program students from Najran university and Dammam university, aging between 19-25, were randomly selected for this study. Eysenck Personality Questionnaire (EPQ) was adopted with some modifications to measure the personality traits of the learners and a derived Critical Thinking Inventory (DCT) designed by Akram and Mahmood (2020) was used to collect data from the participants. The finding of the study indicated a dynamic relationship between Critical thinking skills and personality traits of PYP students. The study emphasizes the significance of fostering critical thinking skills into EFL learners to apply them effectively in their academic studies. The results of the study revealed that personality traits are important factors in raising awareness of the meaning of critical thinking skills in PYP students. The study suggests that students' diversity of personality traits and contextual elements should be taken into consideration while designing learning and teaching strategies.

Bio: Muhammad Akram is Associate Professor of English at Govt. Graduate College Burewala, Pakistan. He has been a research Associate at Centre for Advanced Research in English, University of Birmingham, UK. He has presented at a number of international conferences in Pakistan, South Korea, Gulf and UK. His research interests include SLA, Critical Thinking and Language Learning.

Anser Mahmood is Associate Professor of English at The university of Lahore, Sargodha campus, Pakistan. He has presented at Pakistan, Gulf and UK. His research interests include SLA, Teacher Education and Language Learning.

Mahreen Tariq is an MPhil candidate at NCBA&E Multan, Pakistan. She has presented in Pakistan and Gulf. Her research interests include SLA, Lexicography and discourse analysis.

Say it or not: A mouse tracking study on the production effect on learning Arabic vocabulary as an additional language in children

Nouf Alharbi, Gareth Carrol and Bene Bassetti

University of Birmingham, UK

Day: 2

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

Room: 3

Abstract: The production effect (PE) is described as the benefit to explicit memory when reading items aloud versus reading items silently. Theoretical linguistic models have proposed contrasting assumptions regarding the PE in adults. While some models propose that adults show a positive effect (better recall for words learned aloud), others show the opposite effect (Fawcett et al., 2012; Icht & Mama, 2019). This reverse effect (better recall for words learned silently) seems to appear when the stimuli presented to participants are novel words with non-native phonemes. Although the assumption that there is a PE for acquiring less frequent and unfamiliar words has been supported by several studies using different methods, the PE continues to be investigated in children and in learning Arabic as an additional language. In this light, this study explores the acquisition of nouns in Modern Standard Arabic (MSA) and demonstrates the impact of production on language learning. As such, child learners of Arabic (aged four to seven) participated in a word learning online game to examine the effect of production on the acquisition of MSA words when learned under certain conditions: listening only and listening then repeating. Mouse tracking was used to assess accuracy, and also to gain insight into hesitancy and competition in the responses. In line with the literature, the preliminary results suggest that production facilitates vocabulary learning in children, and that word frequency contributes to the difficulty of vocabulary acquisition in producing words.

Bio: Nouf Alharbi is a doctoral researcher in psycholinguistics at the University of Birmingham, the UK. Precisely, Nouf is interested in studying language production and communication development in neurotypical and atypical children. Within this research direction, Nouf combines between experimental and naturalistic observation to understand mental processes of comprehension and production.

Gareth Carrol is a senior lecturer in psycholinguistics, with a particular interest in idiomatic and formulaic language in native and non-native speakers. Dr. Carrol is involved in a number of research projects using eye-tracking to explore literary reading and other aspects of language processing. Dr Carrol is acting as the eye-tracking lab manager for the Department of English Language and Linguistics.

Bene Bassetti is an applied linguist, who is researching bilingualism and second language learning. In particular, Dr Bassetti is investigating the learning and use of second language writing systems (scripts/orthographies), and bilingual cognition (language and thought in bilinguals and language learners). Dr Bassetti leads Language and Cognition at Birmingham (LACAB).

Multilingual lexical transfer in a longitudinal learner corpus

Yevheniia Hasai

Hamburg University, Germany

Day: 2

Time: 13:30-13:50 (GMT 10:30-10:50)

Room: 1

Abstract: Cross-linguistic influence (CLI) at the lexical level is a widely studied phenomenon (Jarvis, 2009; Ringbom, 2006). It has been given the name of lexical transfer, and it is specifically divided into 'transfer of form' and 'transfer of meaning' (Bardel 2015; Ringbom 2001). Its use allows to draw conclusions on the role of the first language (L1) or any other language (Ln) in the vocabulary learning process.

This study investigates the use of lexical transfer in short English texts written by monolingual (German) and bilingual (Russian/Turkish-German) pupils (initially attending grades 7 and 9) from a longitudinal perspective. The data were taken from the research project Mehrsprachigkeitsentwicklung im Zeitverlauf (Multilingual development: a longitudinal perspective) (MEZ) that was carried out at the University of Hamburg from 2014 to 2019 (Brandt et al. 2017). In total 449 texts that were produced by 120 students during four measuring points were collected and analyzed.

This research assesses i) whether the bilingual learners transfer from the majority language (German) and the heritage language (Russian/Turkish) or just from one, ii) whether there are differences in the use of lexical transfer between the groups, and iii) whether the variables such as type of school (higher vs. lower academic track), gender, age (four measurement points over a period of 2.5 years), socio-economic status, and motivation towards learning English influence the use of lexical transfer.

The results demonstrate that the bilingual learners use lexical transfer (predominantly) from the majority language (German). This can be explained by typological similarity between English and German, the dominant language transfer, and the use of German in the English language classroom. Grade, measuring point, and school type impact lexical transfer in a statistically significant way.

Bio: Yevheniia Hasai is a PhD student and a research associate at the Institute of English and American Studies, Hamburg University (Germany). Her research interests include the study of language acquisition, bilingualism, multilingualism, learner corpus research and its applications in second and foreign language teaching and learning.

Emergency remote teaching and learning of languages during the pandemic

Michał B. Paradowski, Magdalena Jelińska and Andrzej Jarynowski

University of Warsaw, Poland

Day: 2

Time: 13:30-13:50 (GMT 10:30-10:50)

Room: 2

Abstract: We present the findings of a global longitudinal study (involving over 6,000 participants from 118 countries) investigating how language teachers and learners as well as instructors and majors in linguistics, modern languages, language pedagogy and related fields have been handling the 2020 transition to emergency remote instruction.

We begin by revealing easily interpretable clusters of naturally correlating variables. The breakup of some single constructs suggests that in crisis situations these may function differently than during 'business as usual'. In the next step, selected initial findings from regression, mediation, and cluster analyses from the teacher front include the following relationships:

- Teachers coped better with the transition when they had prior experience with remote instruction, worked in the higher education sector, and used real-time synchronous delivery.
- Educators who were working in developing countries were more engaged than their colleagues in developed countries.
- Teachers' psychological overload was mediated by the teachers' perception of student coping.
- Linguistics instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of the situational impact, course optionality, and perceived effectiveness of virtual delivery, with a mediating effect of acceptance of this instructional mode.
- On average, language teachers found that remote instruction depressed students' language progress by around 64.29% compared with in-person classes.

- Future learning outcomes are the biggest cause for concern in beginner-level classes.
- Among language learners, better- and worse-coping students were distinguished by their levels of motivation, engagement in the learning process, difficulties with staying focused, concern regarding the assessment of in-class activity, perceived teachers' (in)ability to meet individual/special needs, initial confidence in the ability to learn remotely, general attitudes towards distance teaching, and interaction with the teacher and classmates.

Bio: Michał B. Paradowski is an associate professor and teacher trainer at the Institute of Applied Linguistics, University of Warsaw. His interests include second language acquisition research, foreign language teaching, multilingualism, bilingual education, translanguaging, social network analysis, and emergency remote instruction. He gave over 170 invited lectures, seminars and workshops worldwide.

Magdalena Jelińska is a psychologist, translator, and PhD student at the Institute of Applied Linguistics, University of Warsaw. Her speciality is applied educational psychology. Her interests concern the psychology of L2 acquisition, personality and individual differences, developmental and cognitive changes, as well as psychosocial aspects of L2 learning processes.

Andrzej Jarynowski is an expert in infectious disease modelling and a specialist in epidemiology from Wrocław. He is interested in the application of social network analysis in various social processes, including that of SLA. Andrzej has also conducted multiple voluntary teaching activities in Eastern European low-resource settings.

Effect of instruction on acquisition of present perfect

Tomader Alfraikh

King Saud University and University of Leeds, Saudi Arabia and UK

Day: 2

Time: 13:30-13:50 (GMT 10:30-10:50)

Room: 3

Abstract: There are cross-linguistic differences of aspect between English and Arabic languages. English has some semantic features that are realized differently in other languages such as: [± perfect] and [± past], which Alrwaili (2014) discussed in his paper. Since this account of features is not found in English language instruction, it seems what should be investigated is how different components of the grammar in a language interact with each other and the effect of this interaction (White, 2011). The purpose of this research is to examine the application of those findings from current generative SLA research in the L2 classroom to examine how classroom instruction could promote acquisition of challenging morphosyntax. This will be done by investigating the impact on acquisition of differences between English and Saudi-Arabic in relation to tense and aspect by tracking the development of the simple past V-ed and present perfect have+V-en. This study will explore whether form-meaning mappings which are different in L1 grammar are acquirable by Saudi- Arabic learners of English.

This research followed an experimental design, the study will include two groups to collect data for the main study as a quasi-experimental approach based on teaching approach. The previous pilot will be taken as the basis for my main study using explicit instruction following a focus on form in a communicative classroom to explicitly draw "the learners' focus on linguistic features if and when the classroom communicative activities and the negotiation demand these features" (Slabakova, 2016. p.407).

Bio: Tomader Alfraikh obtained her MA in phonetics at Manchester University, UK. She works as a TA at the English language and literature department, KSU. She is currently in her 4th year of her PhD in Applied Linguistics studies at Leeds University. Her PhD research focuses on instructed SLA of Saudi-Arabic learners of English.

WORKSHOPS

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Text analysis for social scientist: A hands-on tutorial

Prof. Hend Al-Khalifa

Day: 1

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

Room: 1

Workshop abstract: Recent years have seen more and more applications of computational methods to text analysis. Text analysis is used as a research tool within many disciplines such as psychology, philosophy, sociology, sociolinguistics, education, history, political studies, literary studies, communication and media studies. The recent evolution of information technologies (IT) and computational methods has led to several distinct but interrelated sectors (e.g., computational linguistics, information retrieval, natural language processing, text mining, text analytics, opinion mining, topic extraction, etc.) with interesting industrial applications, such as media and new media monitoring, electronic dictionaries and translators, plagiarism detection and similar. The main goal of this tutorial is to give social science researchers a hands-on experience to some of the computational methods of text analysis. Besides, it will help foster collaboration and catalyze further interdisciplinary research efforts in the field

Trainer's bio: Prof. Hend Al-Khalifa is an entrepreneur and prolific scholar within H-index of 31, whose research pushes the boundaries of Arabic computation linguistics to augment the ways we think and learn. She has contributed over 160 research papers in workshops, international conferences and journals and has been a principal investigator and coinvestigator on over 10 research grants. She also served as a program committee member of many national and international

NLP conferences including NAACL-HLT, WANLP, ACLing, and OSACT. Moreover, she served as the Co-Chair of the Workshop on Open-Source Arabic Corpora and Processing Tools since 2014. She has also translated into Arabic a seminal book called "Introduction to Natural language processing" By Prof. Nizar Habsh. The translation won King Abdullah International Prize for Translation in 2015. Prof. Hend research interests include Arabic NLP, Semantic Web, HCI and computers for people with special needs.

KINGDOM OF SAUDI ARABIA
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Innovative leadership for teacher effectiveness in teaching & learning in ELT

Ms. Fatmah A Ali

Day: 1

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

Room: 2

Workshop abstract: The elements of leadership have transformed and transitioned during the pandemic. A good leader sets an example and as such, the perspective of leadership has changed greatly. This presentation will showcase the pre-requisites of an effective leader and how they impact teacher effectiveness in institutions. We will closely look into the aspects that promote the growth of healthy teacher education leadership in English Language Teaching.

Trainer›s bio: Ms. Fatmah A Ali is the current President of KSAALT TESOL (2020-2022) and is also the Vice-President and Master Trainer for the diploma programs offered by Master English Education & Training, GCC. She is also the Program Director for ELTAD-MA Education (University of Derby, UK). Ms. Ali works for education and corporate sector in the Middle East delivering accredited courses and workshops. She has also spoken at several national and international conferences on education, quality assurance, ELT and professional development.

Audiovisual translation in the Arab world: A brief analysis

Dr. Alaa Olwi

Day: 1

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

Room: 3

Workshop abstract: As 'the fastest growing strand of translation studies, as attested by the burgeoning body of domain-specific research literature' (Pérez-González 2014, 12), this workshop shall shed light on audiovisual translation in the Arab World and its status in comparison to the rest of the world. This workshop will examine the changing scene in the Arab World where audiovisual translation is no longer a peripheral field of study. The workshop also discusses the challenges and the shortcomings of this field in the Arab World.

Trainer's bio: Dr. Alaa Olwi is an Assistant Professor in Audiovisual Translation (AVT) at Princess Nourah University. Her research interest includes taboo translation, censorship and adaptation all within the field of AVT. She has developed an AVT course plan for the undergraduate level at Princess Nourah University. Alaa received her PhD titled Cultural and Ideological Adaptations of Sensitive Language: A Study of English to Arabic Film Subtitling in the Kingdom of Saudi Arabia from Swansea University in 2019.

Prepared by:

ALR2021 Scientific Committee

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

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Registration Links

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

Room (1)
Day (1): https://tinyurl.com/ALR21Day1Room1
Day (2): https://tinyurl.com/ALR21Day2Room1

Room (2)
Day (1): https://tinyurl.com/ALR21Day1Room2
Day (2): https://tinyurl.com/ALR21Day2Room2

Room (3)
Day (1): https://tinyurl.com/ALR21Day1Room3

Day (2): https://tinyurl.com/ALR21Day2Room3

Room (4) [Livestreaming: https://youtu.be/7w_rgycvMUI]
Day (1): https://tinyurl.com/ALR21Day1Room4
Day (2): https://tinyurl.com/ALR21Day2Room4

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