



**Book of Abstracts**

**3<sup>rd</sup> International Symposium on Applied Linguistics Research**

# **BREAKING NEW GROUND IN APPLIED LINGUISTICS: UNLOCKING OPPORTUNITIES**

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

**Riyadh, Saudi Arabia  
5 - 6 November 2022**



APPLIED LINGUISTICS  
RESEARCH LAB



**3<sup>rd</sup> International Symposium  
on Applied Linguistics Research**  
(ALR2022) (Online)  
5 & 6 November, 2022

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## **Book of Abstracts**



# **Breaking New Ground in Applied Linguistics: Unlocking Opportunities**

**Organized by:**

**Prince Sultan University**

**College of Humanities and Sciences**

**Applied Linguistics Research Laboratory (ALLAB)**

**Riyadh, Saudi Arabia**

**5 -6 November 2022**





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





PRINCE SULTAN BIN ABDULAZIZ AL SAUD

(1928 -2011)

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## Welcome Message

### Dean, College of Humanities and Sciences & ALR2022 Chair

## Prof. Mahmoud Al Mahmoud

### *As-Salaam-Alaikum*

I welcome you all to the 3rd 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 Breaking New Ground in Applied Linguistics: Unlocking Opportunities. With a focus on: Foreign Language Learning, Second Language Acquisition and Language Assessment, Language Policy, Discourse Analysis, Psycholinguistics, Bilingualism, Translation and Interpretation Studies, and Stylistics, the symposium bridges and combines interdisciplinary studies related to applied linguistics. Over 18 paper presentations, 4 poster presentations, 4 workshops and a colloquium will comprise the two-day program. In addition, 7 keynote speakers will give talks on various topics including: action research, gamifying language learning, data-driven learning and English language assessment. Presenters from around 12 countries: from the KSA, Australia, Jordan, Japan, Algeria, UK, Egypt, USA, Philippines, Qatar, Malaysia & 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. Anne Burns, Curtin University, Prof. John Swales, The University of Michigan, Prof. Naoko Taguchi, Northern Arizona University, Prof. Nick Ellis, the University of Michigan, Prof. Tom Cobb, University of Quebec in Montreal, Dr. Ali AlHoorie, Saudi TESOL Association and Dr. John Norris, Educational Testing Service in Japan. The workshop partners in this symposium: Durham University, Bilingualism Matters, Saudi TESOL Association and Traajim, also deserve our thanks.

The College of Humanities and Sciences is deeply indebted to the efforts of the Symposium's 40 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. Asma AlOtaibi, Ms. Jawaher Al Haqbaani and Ms. Afrah Alenezi. The Public Relations and Media Center here at PSU also deserves due recognition for its outstanding efforts.

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

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

**Prof. Al Mahmoud, M.**

**Organizing Committee, Chair**

## Welcome Message ALLAB Leader & ALR2022 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 3rd International Symposium on Applied Linguistics Research (ALR2022). 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 12 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 three years old – the same age of our symposium. We are a group of 14 members with a true passion for research in Applied Linguistics. We enjoy the interdisciplinary nature of our work as we do research and publish in different sub-disciplines of Applied Linguistics, including Pragmatics, Discourse Analysis, Sociolinguistics, Psycholinguistics, Vocabulary Studies and Language Learning and Teaching. We believe that this diversity supports our efforts to gain a comprehensive view of the human language, this amazing phenomenon that always intrigues our curiosity and passion.

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

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

So, I welcome you again to ALR2022. I hope you enjoy the two-day experience and make use of it to extend your knowledge, enrich your experience and exchange innovative ideas. I also hope that this symposium will lead to further collaboration between you and our lab. We will always be happy to collaborate with other researchers from around the globe to enhance research into Applied Linguistics and to serve our society and the world.

Thank you and enjoy the day!



# 3RD INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

## Breaking New Ground in Applied Linguistics: Unlocking Opportunities

Organized by: ALLAB, Prince Sultan University  
5-6 November 2022 (Zoom)

### Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Opening	9:00-9:30	6:00-6:30	(Room 4)		
			<b>Dr. Ahmed Yamani</b> (President, Prince Sultan University, Honorary Chair, ALR2022) <b>Prof. Mahmoud Al Mahmoud</b> (Dean, College of Humanities and Sciences, Prince Sultan University, Chair, ALR2022) <b>Dr. Dina El-Dakhs</b> (Leader, Applied Linguistics Research Lab, Co-chair, ALR2022)		
Plenary Session	9:30-10:30	6:30-7:30	(Room 4)		
			<b>Prof. Anne Burns</b> (Curtin University)		
			Teaching Speaking: Exploration through Action Research		
Paper Session	11:00-11:30	8:00-8:30	Maico Demi Aperocho	Kotaro Takizawa	Kholoud Al-Thubaiti
			The University of Mindanao & Gonzaga University	Waseda University	Umm Al-Qura University
			<b>Philippines &amp; USA</b>	<b>Japan</b>	<b>Saudi Arabia</b>
			Depressive Language in the Philippines and its Features	Developing a Productive Academic Multiword Unit Test: The Validation Study	The Role of L1 on the L2 Development of Arabic Grammatical Gender
Plenary Session	11:30-12:30	8:30-9:30	(Room 4)		
			<b>Dr. Ali Al-Hoorie</b> (Saudi TESOL Association)		
			Gamifying Language Learning		
	12:30-13:30	9:30-10:30	<b>Break</b>		
Paper Session	13:30-14:00	10:30-11:00	Sharif Alghazw, Kholoud Al-Anbar, Marwan Jarrah and Abdel Rahman Altakhaneh	Naila Akram and Ebtesam Abdulhaleem	Nouf Alharbi, Gareth Carrol and Bene Bassetti
			University of Jordan	Alkhaleej Training and Education Company & King Saud University	University of Birmingham
			<b>Jordan</b>	<b>Saudi Arabia</b>	<b>UK</b>
			Native and Non-native English Editorialists' Use of Interactional Metadiscourse	Teachers' Competencies and Professional Well-Being in COVID-19: Exploring Challenges and Coping Strategies	The Production Effect on Vocabulary Learning in Child Learners of Arabic as an Additional Language

# 3RD INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

## Breaking New Ground in Applied Linguistics: Unlocking Opportunities

Organized by: ALLAB, Prince Sultan University  
5-6 November 2022 (Zoom)

### Day 1 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Paper Session	14:00-14:30	11:00-11:30	Salim Bouherar and Hadeel Abdelkarim Alkhatib	Faten Salami and Rasha Alharthi	Ruwayshid Alruwaili
			Setif 2 University & Qatar University	King Abdulaziz University	Northern Border University
			Algeria & Qatar	Saudi Arabia	Saudi Arabia
			Sustainability of Language in Education Policy in Arab Higher Education: Findings from Q Research	Improving Language Assessment Literacy for In-Service Saudi EFL Teachers	Review of Statistical Editorial Requirements in Published Studies in Two Prominent Saudi Journals
Plenary Session	14:30-15:30	11:30-12:30	(Room 4)		
			Prof. Tom Cobb (University of Quebec in Montreal)		
Plenary Session	16:00-17:00	13:00-14:00	Data-Driven Learning and the Arabic Learner – A Particularly Good Match		
			(Room 4)		
Plenary Session	16:00-17:00	13:00-14:00	Prof. Nick Ellis (The University of Michigan)		
			Usage-based Second Language Acquisition		
Invited Colloquium	17:30-18:30	14:30-15:30	(Room 4)		
			The Current and Potential Applications of NLP in First and Second Language Learning and Research		
			Moderator: Dr. Emad Al-Ghamdi (King Abdulaziz University)		
Invited Colloquium	17:30-18:30	14:30-15:30	Speakers: Dr. Ahmad Alhindi (Umm Al-Qura University)		
			Dr. Sakhar Alkhereyf (The National Center for Artificial Intelligence, KACST)		
			Dr. Emad Al-Ghamdi (King Abdulaziz University)		
Workshops	18:30-19:30	15:30-16:30	Durham University	Traajim	
			Dr. Aziza Zaher	Dr. Maram Al-Maneea	
			Error Analysis in Language Learning	Book Review: Language, Learning and Disability in the Education of Young Bilingual Children	



# 3RD INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

## Breaking New Ground in Applied Linguistics: Unlocking Opportunities

Organized by: ALLAB, Prince Sultan University  
5-6 November 2022 (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)		
			Dr. John Norris (Educational Testing Service, Japan)		
			Challenges and Opportunities in Assessing Language Proficiency Efficiently and Meaningfully in the Digital Age		
Paper Session	11:00-11:30	8:00-8:30	Ibrahim Bashir, Hamisu Hamisu Haruna, Aliyu Kamal and Hamzah Faleh Migdadi	Ma Angelica Gumangan	Abdullah Alamer
			Hafar AL-Batin Club, Universiti Malaysia Terengganu, Bayero University Kano, & Islamic University of Minnesota	De La Salle University	King Faisal University
			Saudi Arabia, Malaysia & USA	Philippines	Saudi Arabia
			A Corpus-Based Lexical Analysis of Aliyu Kamal's English Novels	Multi-Word Verbs in Senior High School Academic Papers: A Corpus-Based Study	Increasing Language Students' Grit through the Basic Psychological Needs
Poster Session	11:30-11:50	8:30-8:50	Nazim Alqahtani, Petra Schoofs and Gareth Carrol	Hamisu Hamisu Haruna, Azza Jauhar Ahmad Tajuddin, and Ibrahim Bashir	
			University of Birmingham & Najran University	Universiti Malaysia Terengganu & Hafar AL-Batin Club	
			UK & Saudi Arabia	Malaysia & Saudi Arabia	
			The Role of English in Saudi Vision 2030: A Critical Discourse Analysis	A Corpus-Based Study of Lexical Coverage in Health Science Coursebooks	
Poster Session	11:50-12:10	8:50-9:10	Ashwaq Alsulami, Paul Thompson and Michaela Mahlberg	Olla Allehiani	
			University of Birmingham & Jazan University	Najran University	
			UK & Saudi Arabia	Sadia Arabia	
			Discursive Construction of Saudi Women's Identities on Twitter in the Context of Saudi Vision 2030	Examination of Students' Receptive Skills Proficiency Level in Light of the Repetitive Curriculums in K.S.A	
	12:10-13:30	9:10-10:30	Break		

## 3RD INTERNATIONAL SYMPOSIUM ON APPLIED LINGUISTICS RESEARCH

### Breaking New Ground in Applied Linguistics: Unlocking Opportunities

Organized by: ALLAB, Prince Sultan University

5-6 November 2022 (Zoom)

### Day 2 Program

	KSA Time	GMT	Room 1	Room 2	Room 3
Workshops	13:30-14:30	10:30-11:30	Saudi TESOL	Bilingualism Matters	
			Ms. Lubna Omer	Prof. Antonella Sorace	
			Developing Graduate Attributes through ELT	Bilingualism Matters: Bridging the Gap between Research and Society	
Paper Session	15:00-15:30	12:00-12:30	Rehab Hassan	Shadma Iffat Rahmatullah	Samar Almossa and Sahar Alzahrani
			Arab Academy for Science, Technology & Maritime Transport	King Khalid University	Umm Al-Qura University
			Egypt	Saudi Arabia	Saudi Arabia
			A Multimodal Critical Discourse Study of the Film Beloved	Interactive Methods in Language Pedagogy: Towards Sustainability in Higher Education	English Language Teachers Assessment Practices in the Saudi Higher Education Context
Paper Session	15:30-16:00	12:30-13:00	Nashwa Elyamany	Mohammed Naoua	Nojood Alwagdani and Alaa Almohammadi
			Arab Academy for Science, Technology & Maritime Transport	University of El Oued	King Abdulaziz University
			Egypt	Algeria	Saudi Arabia
			"Manufacturing Consent" in Post-Neoliberal Gated Communities Advertising Discourse: A Case Study of Two Egyptian Ramadan 2021 TV Ads	Assessing Speaking at the Algerian University: Invalidity of Content or Unreliability of Scoring?	An Evaluation of Language Learning Applications Used by Undergraduates at Saudi Universities
Plenary Session	16:00-17:00	13:00-14:00	(Room 4)		
			Prof. John Swales (The University of Michigan)		
			American Academic Speech: A Good Teaching Model or not?		
Plenary Session	17:30-18:30	14:30-15:30	(Room 4)		
			Prof. Naoko Taguchi (Northern Arizona University)		
			TELL on Pragmatics: Insights from Digital Game-Informed Pragmatics Instruction		



## Day 1

### Room 1



<https://tinyurl.com/ALR2022Room1Day1>

### Room2



<https://tinyurl.com/ALR2022Room2Day1>

### Room 3



<https://tinyurl.com/ALR2022Room3Day1>

### Room 4



<https://tinyurl.com/ALR2022Room4Day1>

## Day 2

### Room 1



<https://tinyurl.com/ALR2022Room1Day2>

### Room 2



<https://tinyurl.com/ALR2022Room2Day2>

### Room 3



<https://tinyurl.com/ALR2022Room3Day2>

### Room 4



<https://tinyurl.com/ALR2022Room4Day2>

جامعة الامير سلطان  
PRINCE SULTAN  
UNIVERSITY



# Keynote Speakers



**Prof. Anne Burns**  
Curtin University, Australia



**Dr. Ali Al-Hoorie**  
Saudi TESOL Association, Saudi Arabia



**Prof. Tom Cobb**  
University of Quebec, Montreal, Canada



**Prof. Nick Ellis**  
The University of Michigan, USA



**Dr. John Norris**  
Educational Testing Service, Japan



**Prof. John Swales**  
The University of Michigan, USA



**Prof. Naoko Taguchi**  
Northern Arizona University, USA



## Teaching Speaking: Exploration through Action Research

**Prof. Anne Burns**

**Curtin University, Australia**



**Day: 1**

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

**Room: 4**

**Abstract:** Developing students' oral skills is a challenge for many language teachers. This is because speaking is a skill that demands different types of knowledge, competence, and strategies, both social and cognitive. In this talk I will briefly highlight some of these various demands and will argue that there is a difference between 'doing speaking' and 'teaching speaking' in language teaching contexts. I will then argue that action research provides teachers with tools to explore pedagogic issues, puzzles and challenges that occur on a daily basis. After briefly highlighting the main features and steps of action research, I will illustrate my talk with examples of how language teachers, I have worked with, especially in Australia, have used action research to explore the teaching and learning of speaking, to address students' speaking needs in their classrooms and to revitalize their classrooms, their students' learning and their own professional practices. My fundamental argument is that the voices of teachers who do research in their classrooms serves to enrich the language teaching profession.

**Bio:** Anne Burns is a part-time Professor of Education at Curtin University, Perth, Australia and a Professor Emerita in Language Education at Aston University, Birmingham, UK. She is also an Honorary Professor at the University of New South Wales, Sydney, the University of Sydney and The Education University, Hong Kong. She has published extensively on the teaching of speaking, action research and teacher education and has supervised 40 doctoral students conducting research on English language teaching and learning. She has been a consultant to Oxford University Press and Cengage/National Geographic Learning and was a Member of the British Council's English Language Advisory Group (ELAG). Her most recent book is *Sustaining Action Research* (co-authored with Emily Edwards and Neville Ellis) published by Routledge in 2022.

## Gamifying Language Learning

**Dr. Ali Al-Hoorie**

**Saudi TESOL Association, Saudi Arabia**



**Day: 1**

**Time: 11:30-12:30 (GMT 8:30-9:30)**

**Room: 4**

**Abstract:** Gamification language learning is one of the emerging strands of research in applied linguistics. Gamification refers to incorporation of gaming elements in the learning process in order to motivate students and enhance their attention, and consequently improve their proficiency. This presentation gives an overview of gamification, strategies to implement it in the classroom, and research on its effectiveness.

**Bio:** Ali H. Al-Hoorie is an Associate Professor of English Language. He completed his PhD in Applied Linguistics at the University of Nottingham under the supervision of Professors Zoltán Dörnyei and Norbert Schmitt. He also holds an MA in Social Science Data Analysis from Essex University. His research interests include motivation theory, research methodology, and complexity.

His publications have appeared in various journals including Language Learning, Modern Language Journal, Studies in Second Language Acquisition, ELT Journal, Language Teaching Research, and Learning and Individual Differences. His books include Research Methods for Complexity in Applied Linguistics, Student Engagement in the Language Classroom, and Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959). The latter book is the winner of the Jake Harwood Outstanding Book Award.

## Data-Driven Learning and the Arabic Learner – A Particularly Good Match

**Prof. Tom Cobb**

University of Quebec, Montreal, Canada



**Day: 1**

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

**Room: 4**

**Abstract:** ESL and ESP In the Arabian Gulf context have traditionally followed a top-down model, typified by dictionary definitions, grammar rules, and teacher-centered classrooms. My work in this setting, however, has shown that a different model is more likely to be successful: a bottom-up model typified by exemplar-based learning, usage-based pattern induction, and task-based problem solving. Since my early efforts with this approach in the 1990s at King Saud and then Sultan Qaboos universities, the approach has gone on to take shape internationally under the heading 'data driven learning,' and has been validated empirically in a wide-ranging meta-analysis (Boulton & Cobb, 2017). I will review the high points in this progression and argue that data-driven learning is of particular relevance to an Arabic learner context because of (1) some features in the way written Arabic is processed, which are effectively training for data-driven learning; (2) the likelihood that in many Gulf settings, general ESL is likely to be a prelude to the study of ESP (English within a specific academic or professional domain), for which data driven learning is particularly well suited; and (3) the motivation within this learnership of a systematic basis in information technology.

Boulton, A. & Cobb, T. Corpus use in language learning: A meta-analysis. *Language Learning*, 65 (2), 1-46.

**Bio:** Tom Cobb has taught ESL, trained ESL teachers, done research into the learning and teaching of ESL, and developed Web-based software for doing all these things at his well-known website Lextutor.ca under the twin headings 'data driven learning' and 'data-driven course design.' Much of this work was done as part of being a professor of applied linguistics at the Université du Québec in



Montreal, Canada. Less well known is that both sides of this work, teaching and software development, began a rather long time ago in two Language Centres in the Middle East. He developed computer-based learning activities, including full length practice examinations, in the 1980s at King Saud University, in Riyadh, Saudi Arabia, then carried on this work at Sultan Qaboos University in Musqat, Oman, in the 1990s, culminating in a PhD study involving a substantial year-long concordance-based learning system in 1997. His work was arguably somewhat pioneering in nature, regarding both the idea of data-driven learning and its suitability with learners in the Arabian Gulf countries. He is one of a still small group of teachers who published empirical research studies in conjunction with their work in the Gulf.



## Usage-based Second Language Acquisition

**Prof. Nick Ellis**

**The University of Michigan, USA**



**Day: 2**

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

**Room: 4**

**Abstract:** Usage-based approaches to language learning hold that we learn constructions (form-function mappings, conventionalized in a speech community) from language usage by means of general cognitive mechanisms (exemplar-based, rational, associative learning). The language system emerges from the conspiracy of these associations. Although frequency of usage drives learning, not all constructions are equally learnable by all learners. Even after years of exposure, adult second language learners focus more in their language processing upon open-class words than on grammatical cues. I present a usage-based analysis of this phenomenon in terms of fundamental principles of associative learning: Low salience, low contingency, and redundancy all lead to form-function mappings being less well learned. Compounding this, adult acquirers show effects of learned attention and blocking as a result of L1-tuned automatized processing of language. I review a series of experimental studies of learned attention and blocking in second language acquisition (L2A). I describe educational interventions targeted upon these phenomena. Form-focused instruction recruits learners' explicit, conscious processing capacities and allows them to notice novel L2 constructions. Once a construction has been represented as a form-function mapping, its use in subsequent implicit processing can update the statistical tallying of its frequency of usage and probabilities of form-function mapping, consolidating it into the system.

**Bio:** Nick Ellis is an Emeritus Professor of Psychology, Professor of Linguistics, and Research Scientist in the English Language Institute at the University of Michigan. His research interests include first and second language acquisition, cognition, emergentism, and psycholinguistics. Books on these themes include: *Implicit and Explicit Learning of Language* (Academic, 1994), *Handbook of Cognitive Linguistics and Second Language Acquisition* (Routledge, 2008, with Peter Robinson), *Language as a Complex Adaptive System* (Wiley-Blackwell, 2009, with Diane Larsen-Freeman), and *Language Usage, Acquisition, and Processing: Cognitive and Corpus Investigations of Construction Grammar* (Wiley-Blackwell, 2016 with Ute Römer & Matt Brook O'Donnell). He served as General Editor of *Language Learning* from 2006 to 2020.

## Challenges and Opportunities in Assessing Language Proficiency

### Efficiently and Meaningfully in the Digital Age

**Dr. John Norris**

Educational Testing Service, Japan



**Day: 2**

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

**Room: 4**

**Abstract:** Language proficiency testing has evolved rapidly in the digital age, due to advances in technology and artificial intelligence (AI) and as a result of shifting global circumstances including the COVID-19 pandemic. Technology-mediated assessments have proliferated, with an emphasis on test-taking convenience, access, and low cost. These goals are generally met with tests designed to maximize efficiency, featuring discrete item types, shorter tests, internet delivery, and reliance on AI-driven development and scoring. Although convenience and economy are important, the resulting tests may diminish or altogether eliminate meaningful dimensions of language assessment design and delivery, including especially tasks that can effectively assess learners' communicative language ability. They may also struggle to provide adequate precision in testing learners at distinct proficiency levels, and the potential for negative washback on language teaching and learning is concerning. In this presentation, I discuss challenges and opportunities for high-stakes, digital language proficiency assessments that seek to maximize efficiency while maintaining a focus on communicative ability, score reliability, security, and alignment with language teaching and learning. Drawing examples from the new TOEFL® Essentials™ test and related research, I illustrate potential solutions to the challenges of language proficiency assessment in the digital age and I emphasize the responsibility of test providers to consider the impact of assessments on language teaching and learning.

**Bio:** John Norris is Principal Research Scientist at Educational Testing Service Japan, where he conducts research on English language teaching, learning, and assessment in the Asia region. From 2016-2022 he served as Senior Research Director of the Center for Language Education and Assessment Research at ETS

in Princeton. Prior to joining ETS, he was associate professor at Georgetown University, where he was founding director of the Assessment and Evaluation Language Resource Center. He also worked as associate professor at the University of Hawai'i at Mānoa, and as assessment specialist at Northern Arizona University. He began his career as an English teacher in Texas, Brazil, and Hawaii, and he completed his Ph.D. in Second Language Acquisition at the University of Hawai'i. John's teaching and research focus on language education (task-based language teaching, in particular), assessment, program evaluation, and research methods. He has published widely on these topics, including recent books on "Assessing academic English for higher education admissions", "Second language educational experiences for adult learners", and "Developing C-tests for estimating proficiency in foreign language research". John speaks and conducts research on German, Portuguese, and Spanish, and he is currently acquiring Japanese.

## American Academic Speech: A Good Teaching Model or Not?

**Prof. John Swales**

The University of Michigan, USA



**Day: 2**

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

**Room: 4**

**Abstract:** Popular beliefs and media examples (novels, films, TV, etc.) of academic life suggest it is a world of conflict and competition. Does the Michigan Corpus of Academic Spoken English (MICASE) support this belief? We know that in academic writing disciplinary differences can be important and salient: Is this also the case with academic speech? Further, do speakers of American academic English speak more like books or more like people discussing everyday topics in cafes? What is the MICASE evidence here?

If academic speech is radically different from academic writing. Does this mean that this diglossic situation requires two different grammars? And what might MICASE tell us about the characteristics of such a grammar of academic speech? And finally, what might all this imply for the teaching of American academic English to non-native speakers?

**Bio:** John Swales has taught at universities in Italy, Libya, Sudan and England, and since 1985, he worked at the University of Michigan where he was Professor of Linguistics and Director of the English Language Institute. He has written about 150 chapters and book chapters; he is also the author or co-author of some 20 books, including *Genre Analysis* (1990), *Research Genres* (2004) and *Academic Writing for Graduate Students* (Third edition, 2012). He officially retired in 2007, but remains partly active in the field of EAP. He has honorary doctorates from the Universities of Uppsala and Silesia.

## TELL on Pragmatics: Insights from Digital Game-Informed Pragmatics Instruction

**Prof. Naoko Taguchi**

**Northern Arizona University, USA**



**Day: 2**

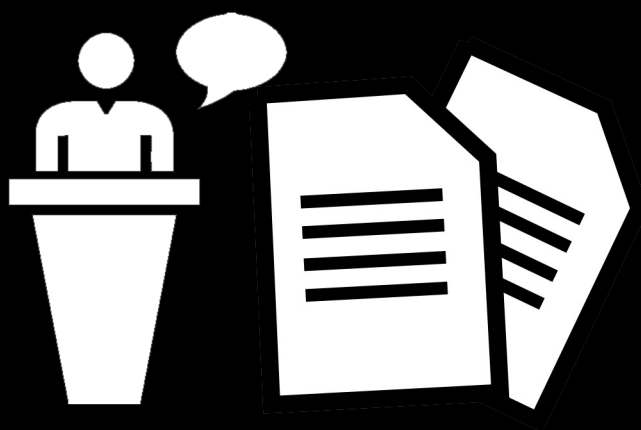
**Time: 17:30-18:30 (GMT 14:30-15:30)**

**Room: 4**

**Abstract:** Learning pragmatics involves learning linguistic forms and their communicative functions, as well as the context where the form-function relationships are realized. Given the socially grounded, context-sensitive nature, pragmatics may be best learned in a technology-enhanced environment that provides direct access to contextualized communicative practice. Technology can help produce rich audio-visual input, opportunities for interaction with consequences, and experience-based learning, which are all important elements of pragmatics learning. This presentation highlights these benefits of technology-enhanced pragmatics learning using a digital game as a sample platform. I will present a digital game created to teach request-making in English by having participants experience interpersonal consequences of their request as feedback (observing their interlocutor's reactions to their choice of request-making forms). Using the digital game with Chinese learners of English, a series of studies were conducted to investigate a variety of topics, such as the effects of different feedback conditions on learning outcomes, role of metapragmatic knowledge in learning, and transfer of request-making knowledge to a novel speech act. I will present findings from these studies and discuss future research directions on technology-enhanced pragmatics learning.

**Bio:** Naoko Taguchi is Professor in the Applied Linguistics Program at Northern Arizona University, where she teaches courses in TESOL methods, second language acquisition, and linguistics. Her research interests include pragmatics, intercultural competence, technology assisted learning, and English-medium education. Her recent books include *The Routledge Handbook of SLA and Pragmatics* (Routledge, 2019), *Second Language Pragmatics: From Theory to Research* (with Jonathan Culpeper and Alison Mackey; Routledge, 2018), *Second Language Pragmatics* (with Carsten Roever; Oxford University Press, 2017), and *Developing Interactional Competence in a Japanese Study Abroad Context* (2015, *Multilingual Matters*). She is currently co-editing the pragmatics section of the *Encyclopedia of Applied Linguistics* (Wiley Blackwell). She is the co-editor of *Applied Pragmatics Journal* (John Benjamins).

# Paper Presentations



## Depressive Language in the Philippines and its Features

Maico Demi Aperoch

The University of Mindanao & Gonzaga University, Philippines & USA

Day: 1

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

Room:1

**Abstract:** Depressive language is one of the underexplored fields in the Philippines. While there has been continuous rise in the cases of mental health issues and suicide in the country, only a few scholars have taken the interest in conducting studies that focus on Filipinos' depressive language. This study focuses on the linguistic features dominant in selected online discourses produced by individuals in mental health support virtual groups. The researcher used discourse analysis in unraveling the features of 150 Facebook posts and in examining dominant linguistic features. It was found that the use of the Filipino pronoun *ko* and *ako* and the English pronoun *I*, *me*, and *mine* is evident in all discourses, pointing to the most observable finding that first-person pronouns are frequent. Also, there is the presence of attentional focus words and even positive and negative emotion words. The researcher also discovered that words pertaining to social status, dominance, and certainty could tell a lot about the mental health status of the discourses. Based on the analysis, Filipino depressive language is characterized by features that signal self-attention or focus and low self-esteem. This can be supported by the presence of Filipino words and lexical items that were categorized based on common themes. The conduct of this study is highly beneficial in advancing mental health and linguistic initiatives in the country to promote awareness of the state of mental health and the experiences of people who live with a mental health condition. It is recommended that more studies focusing on depressive language be conducted to advocate more research-based approaches to addressing mental health conditions. Also, through this paper, it is hoped that mental health is perspectivized from the linguistic lens to have a better understanding of the use of language in the mental health world.

**Bio: Maico Demi Aperoch** is a graduate of a Ph.D. in Applied Linguistics from the Philippines. He is presently an associate professor at the University of Mindanao where he teaches Discourse, Computer-Mediated Communication, and Language Research.

## Developing a Productive Academic Multiword Unit Test: The Validation Study

Kotaro Takizawa

Waseda University, Japan

Day: 1

Time: 11:00-11:30

(GMT 8:00-8:30)

Room: 2

**Abstract:** Speech production model (Kormos, 2006) posits that multiword unit (MWU) knowledge facilitates utterance fluency (UF) as its attenuated cognitive demands for speech production processes. Despite the call for measuring longer MWUs in relation to UF (Tavakoli & Uchiyama, 2019), previous studies are limited in using collocations (de Jong et al., 2013; Koizumi & In'nami, 2013). In line with Foster (2020), productive knowledge is likely drawn in spontaneous speech, but the most existing productive MWU tests measure collocations (e.g., Gyllstad, 2007) or phrasal verbs (Garnier & Schmitt, 2016). Therefore, the present study developed Productive Academic Formulas Test (PAFT) based on the Simpson-Vlach and Ellis's (2010) Academic Formulas List (AFL), which targets 3- to 5-word strings, to test the predictive validity for UF.

PAFT was developed by excluding construct irrelevant item characteristics from the AFL, resulting in 35 items out of 607 items. The test format and scoring procedure followed Productive Vocabulary Levels Test (PVL: Laufer & Nation, 1999). 108 Japanese undergraduate students in upper-intermediate level took the three vocabulary tests; PAFT, PVL and Phrasal Vocabulary Size Test (PVST: Martinez & Schmitt, 2012). PAFT was validated by the correlation analysis and the confirmatory factor analysis (CFA) for the three vocabulary tests. Speech samples were elicited by an argumentative task and the seven UF measures were computed following the subcomponents of UF (Tavakoli & Skehan, 2005): speed, breakdown, and repair fluency.

PAFT was significantly correlated with PVL ( $\rho = .744$ ) and PVST ( $\rho = .713$ ), but distinguished from those of PVL and PVST (final model:  $\chi^2 = 73.25$ ,  $p = .803$ , CFI = 1.000, RMSEA = 0.000, SRMR = 0.034). The correlation analysis between PAFT and UF measures showed that PAFT was significantly associated with speed and breakdown (except filled pause measures) but less with repair fluency. Implications are discussed with the audience.

**Bio: Kotaro Takizawa** is a PhD student in education at Waseda University. His research interests highlight L2 speech production, interaction, and vocabulary learning. He mainly examines the theoretical relationship between oral fluency and multiword unit. He is currently a student collaborator of J-SLARF.



## The Role of L1 on the L2 Development of Arabic Grammatical Gender Kholoud Al-Thubaiti

Umm Al-Qura University, Saudi Arabia

*Day: 1*

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

*Room: 3*

**Abstract:** Research in L2 morphology shows conflicting evidence about the role of L1 on the L2 development of grammatical gender. As research findings are predominately drawn from studies on L2 European languages (e.g., Sabourin, 2003; White et al., 2004), this study investigates verb-subject gender agreement in L2 Modern Standard Arabic (MSA) by L2ers from different L1 backgrounds.

In MSA, the masculine noun is morphologically unmarked (1a), whereas the feminine noun is often marked by the suffix (-ah) (1b). In verbal constructions, the verb should show gender agreement with the subject in pre/post-verbal positions. With feminine 3rd person singular nouns, the prefix (ta-) is realized on the imperfective form (1b).

(1) a. ya-kulu al-muʕallim

3SM-eat.IPFV the-teacher.SM

b. ta-kulu al-muʕallim-ah

3SF-eat.IPFV the-teacher-SF

‘The teacher eats/is eating’

The study sample had 94 L1 Arabic controls, and 59 L2 Arabic learners (27 English, 5 Europeans, 6 Filipinos, 6 Africans, and 15 Indians). The L2ers were grouped by the absence/presence of gender in their L1 (39 [-gender] and 20 [+gender]). Based on self-ratings, they represented three proficiency levels (13 advanced, 26 intermediates, and 20 novices).

A web-based grammaticality judgment task was designed to measure response accuracy and reaction time (RT) to (un)grammatical V-S gender agreement in MSA. Sixty-four stimuli were constructed in four minimal pairs testing three factors: gender (masculine/feminine), noun class (human/animal), and agreement (matched/mismatched). Using Latin Square Design, four lists were prepared with 16 target items and 32 fillers. The participants had three options to choose from (possible, impossible, not sure).

Results showed that L2ers from L1 (+/-gender) groups incorrectly accepted the mismatched condition 41-42%. Their performance was significantly affected by noun class with both gender types. They showed lower accuracy and longer RTs with nouns of animals than with humans. However, L2ers, irrespective of their L1, showed improvement in performance with increased proficiency.

**Bio: Kholoud A. Al-Thubaiti** is Associate Professor of Applied Linguistics. Her research concentrates on the second language acquisition of morpho-syntax and semantics from a generative perspective. Her research also investigates the long-term effects of age of onset on L2 acquisition in an instructed environment. Her most recent publication appeared in Second Language Research.

## Native and Non-native English Editorialists' Use of Interactional Metadiscourse

**Sharif Alghazo, Khulood Al-Anbar, Marwan Jarrah and Abdel Rahman Altakhaineh**

**University of Jordan, Jordan**

**Day: 1**

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

**Room: 1**

**Abstract:** This study explores the use of interactional metadiscourse by native and non-native English editorialists. The study uses Hyland's (2019) model of metadiscourse to analyse 80 editorials published between 2020 and 2021 in The Guardian and The Jordan Times newspapers (40 from each newspaper). A mixed-method approach—adopting quantitative and qualitative measures—was used to analyse the data. The frequency of interactional metadiscourse resources was statistically examined to find similarities and/or differences (if any) between the two corpora. The analysis revealed a statistically significant difference in the use of interactional metadiscourse resources in the editorials of the two newspapers. The results of each metadiscourse resource in the two corpora were presented and explicated in the light of existing literature and theories of metadiscourse. The study provides some implications for editorialists who write in English and recommendations for future research.

**Bio: Sharif Alghazo** is Associate Professor of Applied Linguistics in the School of Foreign Languages at the University of Jordan. He received his Ph.D. degree in Applied Linguistics from the University of Technology Sydney (UTS), Australia. His scholarly research has appeared in journals such as System, Journal of Politeness Research, Journal of Pragmatics, European Journal of Applied Linguistics, Heliyon, Sage Open, Ampersand, Interchange, Lingue e Linguaggio, and Open Linguistics.

**Khulood Al-Anbar** is a part-time lecturer currently teaching in the Department of English Language and Literature at the University of Jordan. Her research interests include discourse analysis, rhetoric, psycholinguistics, second language acquisition and sociolinguistics.

**Marwan Jarrah** is an Associate professor at the University of Jordan. He got his PhD from Newcastle University in 2017. He is a specialist in language typology and syntactic theory. His scholarly work appears in Natural Language and Linguistic Theory, Folia Linguistica, Studia Linguistica, Lingua, Word, The Linguistic Review, Journal of Linguistics, Lingua, Canadian Journal of Linguistics, and The Linguistic Review.

**Abdel Rahman Mitib Altakhaineh** is Assistant Professor of English language and linguistics at The University of Jordan, Jordan, since Sep 2020. Dr Altakhaineh obtained his PhD in linguistics from Newcastle University, UK in June 2016. His research interests lie in the areas of morphology, lexical semantics, psycholinguistics, blended learning and quality assurance. He has published 47 research papers in Scopus indexed journals between June 2016 and August 2022.

## Teachers' Competencies and Professional Well-Being in COVID-19: Exploring Challenges and Coping Strategies

**Naila Akram and Ebtesam Abdulhaleem**

**Alkhaleej Training and Education Company & King Saud University, Saudi Arabia**

**Day: 1**

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

**Room: 2**

**Abstract:** The study aims to investigate the challenges faced by English teachers in Saudi Arabia in competencies and professional well-being during COVID-19. This exploration leads to identifying effective coping strategies teachers adopt to combat challenges. Using a convenient sampling method, 100 English teachers are approached to collect responses using a questionnaire that stems from and is categorized under two models: 1) Technological Pedagogical and Content Knowledge (Mishra & Koehler, 2008) and 2) Professional Well-being dimensions (Viac & Fraser, (OECD) 2021). Collected responses are categorized under appropriate scales to classify data and answer research questions using frequencies analysis. The explanatory sequential design has been adopted which allows the researcher to first collect and analyze quantitative data collected through questionnaire followed by designing a qualitative phase (interviews) based on the quantitative analysis and findings. Interview responses are categorized thematically (Walter & Fox, 2021) to draw on the commonly faced challenges and developed strategies in order to strengthen teachers professionally for any paradigm shift in the future. Also, the collected data on competencies and professional well-being emphasizes the need for a holistic framework for teachers' professional development with a balanced approach to their competencies and professional well-being. The responses to the questionnaire and interview present a comprehensive analysis of data and how TPACK and Professional Well-being frameworks are being applied, leading to many new discoveries to strengthen teachers' performance with a holistic approach to professional development. This identification may lead participants to work on vulnerable areas and be better prepared for 21st-century teaching challenges. Subsequently, these findings can determine teachers' professional competencies and well-being needs for educational organizations/institutions to provide potential support and professional development training with a balanced approach to competencies and professional well-being.

**Bio: Naila Akram** is a member of the Scientific Research Committee at KSU-CFY. She has MS Degree in English Linguistics and Literature from Air University, Pakistan. She has been conducting various educational webinars and contributing to the development of research knowledge. Her research interests include ELT, Multilingualism, code-switching, Assessment, etc.

**Ebtesam Abdulhaleem** is an Assistant Professor in Applied Linguistics at King Saud University and a UK Associate Fellow of the higher education Academy. She has a Ph.D. in Applied Linguistics from the University of Warwick. She is currently the Chair of the Scientific Research Committee at CFY, KSU. Her research interests include language testing and assessment, assessment literacies, and the assessment of writing and vocabulary. She is also interested in exploring language communication and assessment using different methodologies such as the use of corpus linguistics.

## The Production Effect on Vocabulary Learning in Child Learners of Arabic as an Additional Language

Nouf Alharbi, Gareth Carrol and Bene Bassetti

University of Birmingham, UK

*Day: 1*

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

*Room: 3*

**Abstract:** The production effect (PE) is the positive effect of reading lexical items aloud on word learning, compared with reading silently (MacLeod et al., 2010). Although positive and reversed PE has been supported by several studies using different methods with adults, there are limited studies investigating the PE on children. This study tested the impact of production on the acquisition of nouns in child learners of Modern Standard Arabic (MSA).

In experiment 1, seventy-two English speaking children aged four to eleven with basic knowledge of Arabic participated in an online MSA word learning task under two conditions: listening only and listening then repeating, using a mixed-list design to learn twenty words. A forced-choice recognition test was used to assess word knowledge in terms of accuracy, and response time on three tests: immediate, 24-hour delayed, and nine-week follow-up. Results indicate similar recognition in both conditions. Accuracy was higher for the production condition than the listening-only condition in the immediate and delayed conditions, but there was no difference in the 9-week test. Further analyses showed a main effect of dominant language on response time.

In experiment 2, fifty English speaking children aged four to six participated in a preferential looking paradigm using an Eyelink Portable Duo eye-tracker. In this study, children learned twenty-four words per condition. Immediately after completing learning under each condition, children were asked to recall learned words. There were three testing sessions: immediately after learning, after one week, then after two weeks to measure their recognition of learned items. Preliminary findings suggest that production may enhance word learning in younger children, particularly with blocked (as opposed to mixed) condition. It appears that production can be an efficient mnemonic for child learners especially in tasks that requires word-picture mapping, which is consistent with findings from previous PE studies.

**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.

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Twitter: @Nouf\_AlHarbi

**Gareth Carrol** 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).



## Sustainability of Language in Education Policy in Arab Higher Education: Findings from Q Research

**Salim Bouherar and Hadeel Abdelkarim Alkhatib**

**Setif 2 University and Qatar University, Algeria and Qatar**

**Day: 1**

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

**Room: 1**

**Abstract:** In an era of globalization, some argue that individuals must abandon their local language(s) and adopt global language(s) if they are to advance economically. Others (e.g., Agbedor, 2018) argue that the focus should be on maintaining linguistic diversity and distinct collective identities as a way of “avoiding the poverty and anonymity that are the destination of disorganisation of the traditional subsistence ecosystem, and of the continuance of the knowledge and wisdom each culture has produced” (Bastardas-Boada, 2004, p. 4). At first, these perspectives may seem irreconcilable. However, the intent of achieving linguistic sustainability necessitates taking both perspectives into account. This study examines whether Arab higher education institutions have adopted such an approach to linguistic sustainability. Specifically, through Q methodology, this study explores graduates’ perceptions of whether language in education policies that were implemented during their university education positively impacted their social, cultural and economic well-being after graduation. The results showed that the language in education policies of Arab higher education institutions in Qatar and Algeria could not combine the competences and uses of both local and global languages; thus, it failed to meet the current and future linguistic needs of these graduates.

**Bio: Salim Bouherar** is a Lecturer of English at Setif 2 University. His research interests include idiom comprehension and processing, teaching approaches of English as a second/foreign language, teaching materials and linguistic and cultural imperialism. Salim is the co-author of “Algerian languages in education: conflicts and reconciliation” discussing Algerian language policy in education.

**Hadeel Alkhatib** is an Associate Professor in Language Policy at College of Education in Qatar University. Her research interests include: language planning and policy, educational policy in higher education, and Q methodology.

## Improving Language Assessment Literacy for In-Service Saudi EFL Teachers

**Faten Salami and Rasha Alharthi**

**King Abdulaziz University, Saudi Arabia**

**Day: 1**

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

**Room: 2**

**Abstract:** RA teacher's ability to create and implement high-quality assessments is a key component of assessment literacy. Therefore, improving teachers' language assessment literacy (LAL) is one of the most important factors in assuring the quality of language testing and assessment (LTA). Thus, this study aimed to investigate the perceived level of LAL among Saudi in-service EFL teachers. Additionally, it aimed to identify the aspects of LAL that in-service EFL teachers wish to improve through further professional assessment training. A questionnaire was employed to collect the data. Fifty EFL instructors at King Abdulaziz University responded to the online questionnaire. Regarding teachers' perceived level of LAL, the results indicated that Saudi EFL teachers lack a well-developed knowledge of assessment literacy. Questionnaire results showed that the majority of participants received either no training or basic training in LAL. In regard to teachers' needs, the findings illustrated that there is a need for training, with priority being given to different content areas of LTA. The study has pedagogical implications and includes recommendations for EFL teachers and researchers in terms of developing LAL.

**Bio: Faten Ahmed Salami** holds BA in English language and MA in TESOL. She taught English for a term in a private school. Her research interests include Foreign Language Education, specifically, psychology of language learning, language learner engagement, language assessment literacy, and online learning. She is a member of Saudi TESOL Association.

**Rasha Alharthi** holds a Bachelor's degree in English language and MA in TESOL. She is an English instructor at Taif University. Her research interests include language assessment literacy and teacher development. She is a member of Saudi TESOL Association.

## Review of Statistical Editorial Requirements in Published Studies in Two Prominent Saudi Journals

**Ruwayshid Alruwaili**

**Northern Border University, Saudi Arabia**

**Day: 1**

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

**Room: 3**

**Abstract:** It is well-known that the value of published studies resides in the reliable knowledge that they can produce, and the value of scientific expertise depends on making sure that knowledge published in journal studies is useful, reliable, and relevant. However, since the beginning of the millennia, concerns over the validity and reliability of scientific research have grown substantially (Finch et al., 2004; Hoekstra et al., 2006; Picho & Artino, 2016). These concerns were mainly related to statistical methods and interpretation of statistical inferences.

Journal editors are the “gatekeepers” of scholarly published science. However, they rely heavily on statistical significance in their editorial decisions. Thus, examining the reliability of the statistical methods used in these published studies can reveal the nature of accumulated knowledge. This study attempts to investigate the statistical practices of published studies in two prominent Saudi journals. The purpose is to analyze the extension of the problem into a different geographical area. In addition, it attempts to look at the established editorial procedures utilized in the educational and linguistics sciences in Saudi Arabia. 114 published articles between 2017 and 2020 were analyzed by a 13-item checklist adopted from (Hoekstra et al., 2006). The findings revealed an over-reliance of p-value and almost 67% of the published studies interpreted p-value as a proven population effect. In addition, researchers and editors relied heavily on a significant p-value as a merit for publication. Moreover, there was a low reporting rate in incorporating other statistical requirements such as CI and effect size. The implication of the findings highlights the importance of more “verifying” approach rather than over-reliance and mistaken belief that significant p-value is publishable.

**Bio:** Ruwayshid Alruwaili is a language researcher in the field of second language acquisition. His interests include the acquisition of morphosyntactic features /heritage speakers and research methods in SLA. He is also an entrepreneur and consultant in quality issues at HE institutions.

**A Corpus-Based Lexical Analysis of Aliyu Kamal's English Novels**  
**Ibrahim Bashir, Hamisu Hamisu Haruna, Aliyu Kamal**  
**and Hamzah Faleh Migdadi**  
**Hafar AL-Batin Club, Universiti Malaysia Terengganu,**  
**Bayero University Kano, & Islamic University of**  
**Minnesota,**  
**Saudi Arabia, Malaysia, & USA**

**Day: 2**

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

**Room: 1**

**Abstract:** Vocabulary knowledge is essential for reading comprehension in any language. In particular, a high level of lexical coverage of English is needed at tertiary levels in second language contexts. The analysis of vocabulary in a text has become easier, thanks to advancements in corpus linguistics and computer programs, which enable profiling the lexical distribution at various frequency levels within texts. This study is a corpus-based lexical analysis, which aims to measure the vocabulary coverage in a corpus of Aliyu Kamal's English novels. The selected novels are popular reading texts adopted in most of the tertiary institutions and universities in the northern part of Nigeria. They are typically seen as complex texts, and difficult for learners to comprehend. A corpus consisting of 655,870 running words called Kamal's English novels Corpus (KENC) was created from 13 Aliyu Kamal's English novels. Using a corpus-based lexical frequency profiling approach, we investigate the lexical coverage and distribution of West's (1953) General Service List (GSL) and Coxhead's (2000) Academic Word List (AWL) in KENC. We also investigate the frequency distribution of Nation's (2012) level lists in KENC. The analysis was aided with AntWordProfiler software. The results showed that GSL covered about 82.52% of tokens in KENC, while AWL provide coverage of 2.11% of tokens in KENC. Despite the low coverage of the AWL, its distribution within the corpus is very wide which indicated the presence of 518 words (90.87%) out of 570 words. Then the frequency analysis of Nation's (2012) BNC/COCA word lists, indicated that learners need to know more than 10,000 word families (1st-10th) plus proper names to reach 98% coverage thresholds. The result suggests that learners require a wider range of general vocabulary for comprehension. Some pedagogical implications were given from these results.

**Bio: Ibrahim Bashir** holds a master's degree in Teaching English as a Second Language (TESL) and a Ph.D. in English Corpus Linguistics from Universiti Sultan Zainal Abidin, Malaysia. He taught English at different levels in Saudi Arabia and Nigeria. He is currently working as a translator with Hafar AL-Batin Club, in Saudi Arabia.

Hamisu Hamisu Haruna is a PhD student at Universiti Malaysia Terengganu (UMT). He teaches English at Al-Qalam University, Katsina. He holds a BA (Ed.) English and MA English Language from Bayero University, Kano. His research interests include applied linguistics, second language acquisition, second language writing, corpus linguistics, and discourse analysis.

Aliyu Kamal is a Professor of Applied Linguistics at Bayero University Kano. He won the ANA/Chevron Prize in 2005. Other than more than fifteen novels published by Kamal, he has also published an anthology of poetry and short stories.

Hamzah Faleh Migdadi holds a Ph.D. in corpus Linguistics from Universiti Sultan Zainal Abidin, Malaysia. His research interests include varieties of English, Socio-linguistics, Second Language Research, and Corpus Linguistics.

## Multi-Word Verbs in Senior High School Academic Papers: A Corpus-Based Study

Ma Angelica Gumangan

De La Salle University, Philippines

Day: 2

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

Room: 2

**Abstract:** Quirk et. al (1985) defined multi-word verbs (MWVs) as “a verb followed by a morphologically invariable particle, which function with the verb as a single grammatical unit”. There are three categories of MWVs- phrasal verbs, prepositional verbs, and phrasal-prepositional verbs. They are furthermore classified according to their separability (separable or non-separable), passivity (active or passive voice), and idiomaticity (free combination, semi-idiomatic, and highly idiomatic).

The study sought to investigate the occurrences of multi-word verbs using a 1.5 million corpus that consisted of academic papers of senior high school students. Using a predetermined list of 69 multi-word verbs, these verb combinations were searched in their finite and non-finite forms with the help of the concordance program AntConc 3.5, which was created by Lawrence Anthony. The results of the search underwent manual weeding to check whether the combination functions as a verb.

Findings show that there were 4,741 occurrences of multi-word verbs: 711 phrasal verbs (finite - 383 and nonfinite - 328); 3,836 prepositional verbs (finite – 2,628 and nonfinite – 1,208); and 194 phrasal-prepositional verbs (finite - 116 and nonfinite - 78). Prepositional verbs had the greatest number of occurrences compared to phrasal verbs and phrasal-prepositional verbs. This finding agrees with those of Biber et al. (1999), Zareva (2016), Theyerl, 2018, Ella (2019) and Divišová (2020). The ten most frequently used multi-word verbs in the learner corpus are base on, refer to, serve as, contribute to, deal with, find out, look for, give NP to, make up, and come up with. Among the ten multi-word verbs, seven were prepositional verbs, two were phrasal verb, and only one was phrasal-prepositional verb. The results and findings of this present study thus recommend that a larger corpus be built and used for a richer description of multi-word verbs in the Philippine context.

**Bio: Ma. Angelica A. Gumangan** is a graduate of Philippine Normal University and currently a candidate for graduation at De La Salle University under the program Master of Arts in English Language Education. She taught at private institutions for five years before becoming part of the public-school sector, where she has been teaching for almost seven years. Aside from being an English teacher, she is also an instructional manager for the Alternative Learning System of her school. Her research interests include Philippine English, Corpus Linguistics, and Language Teaching.

## Increasing Language Students' Grit through the Basic Psychological Needs

**Abdullah Alamer**

**King Faisal University, Saudi Arabia**

**Day: 2**

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

**Room: 3**

**Abstract:** Given the recent attention to language-domain-specific grit in the field of second language (L2) research and the scarcity of research on the antecedents of L2 grit, we proposed and tested a model predicting L2 achievement via partial least squares structural equation modeling (PLS-SEM). The model reflected the association of satisfying L2 learners' basic psychological needs (BPN) along three dimensions (autonomy, competence and relatedness) and L2 achievement mediated by L2 grit along the two dimensions of perseverance of effort (PE) and consistency of interest (CI). The findings indicated that except the path from competence to achievement and from CI to achievement, all direct paths in the model were significant. More specifically, only PE, but not CI, was positively associated with L2 achievement. Also, all constructs of BPN have a positive influence on PE, but only autonomy has a positive but weak link with CI. The findings in terms of the salient role of PE and the limited utility of CI in mediating BPN and L2 achievement are discussed.

**Bio: Abdullah Alamer** is the author of the Autonomous Single Language Interest theory that seeks to understand students' language achievement. His research focuses on understanding the psychological factors associated with success in language learning. His research appeared in top journals such as Applied Linguistics, Studies in Second Language Acquisition, Computer Assisted Language Learning, and System. Dr. Abdullah uses advanced quantitative research methods drawing on structural equation modeling (SEM) property to understand psychological variables. Dr. Abdullah has published with leading researchers such as Prof. Joe Hair, Prof. Herb Marsh, and Prof. Jörg Henseler.

Website: <https://profalamer.com/>

ResearchGate: <https://www.researchgate.net/profile/Abdullah-Alamer-2>.

## Multimodal Critical Discourse Study of the Film Beloved Rehab Hassan

Arab Academy for Science, Technology & Maritime Transport, Egypt

Day: 2

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

Room: 1

**Abstract:** The present study aims to present a multi-layered analysis of the representations of the female characters in the film Beloved which is based on one of Morrison's novels; namely, Beloved. The analysis was done not only on the micro-level, but also on the macro-level of both texts by describing and interpreting the occurrence and frequency of a number of linguistic as well as semiotic resources. The analysis of the film also contributes to the uncovering of the ideologies of sex, gender, and race which are represented through both the linguistic and non-linguistic semiotic elements. As a result, the viewer is significantly invited to make comparisons not only between the written text of the novel and the film script, but also between the linguistic and semiotic resources. The study adopts a triangulation of approaches and methods of analysis; namely, the Multi-modal Critical Discourse Analysis, particularly Van Leeuwen's Representation and Viewer Network, and Sara Mills' framework of Feminist Stylistics. Both approaches provide the researcher with comprehensive toolkits to handle both the linguistic elements which are frequently used in the written texts and the semiotic resources which are built upon by the film makers. From the linguistic perspective, the study not only provides a qualitative analysis of the linguistic elements of the novel and its film version, but also a number of quantitative elements in order to add accuracy of results and to help achieve the objectives of the study. The data have been analysed using not only standard statistical techniques, but also a t-test which is used to determine if there is a significant difference between the means of the two texts under study.

**Bio: Rehab Hassan's** areas of expertise include English studies, literature and Applied Linguistics. These have provided her with a practical understanding of different linguistic texts and contexts and have enabled her to obtain a comprehensive understanding of the many aspects of human communication in which identity can be established.



## Interactive Methods in Language Pedagogy: Towards Sustainability in Higher Education

**Shadma Iffat Rahmatullah**

**King Khalid University, Saudi Arabia**

**Day: 2**

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

**Room: 2**

**Abstract:** English is taught and spoken as a second language in Saudi Arabia. The current scenario in language teaching (ELT) calls for some innovative approaches to maintain sustainability and positivity in the educational arena. The present study aims to evaluate the prospects of applying interactive methods in English language teaching in the ESL classrooms considering students' needs and requirements for 21st-century skills. The quantitative data were obtained from a randomly selected sample of language faculty from King Khalid University, Abha, KSA. The stakeholders of academic fields, specifically the language instructors and language learners were interviewed to provide their perceptions concerning the existing language teaching techniques in an innovative framework. In addition, previous studies supported the pragmatic outlooks from different perspectives. Based on the teachers' responses to the open-ended questions, a positive correlation was verified between the interactive techniques employed in the ESL classrooms and the positive outcomes in students' language learning skills. Complementary to the structural and functional methods, the interactive method is more creative and focused on active and participative learning. It proves to be efficient as it consists of natural methods relying entirely on the target language. However, several respondents acknowledged that implementing these innovative techniques in classroom teaching becomes a challenging task resulting in frustration and stress due to various factors. Despite that, there have been productive outcomes of implementing interactive methods in language classrooms, as many of them admitted that these techniques helped improve their oral skills. Furthermore, the study findings would contribute to the language teaching practices achieving sustainability in educational domains and would benefit its stakeholders, particularly the language instructors, educationists, and language practitioners in higher education.

**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.

## English Language Teachers Assessment Practices in the Saudi Higher Education Context

**Samar Almossa and Sahar Alzahrani**

Umm Al-Qura University, Saudi Arabia

**Day: 2**

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

**Room: 3**

**Abstract:** Assessment approaches including assessment purposes, assessment processes, fairness, and measurement theory, and English teachers' professional development needs remain underexplored in the Middle East and North Africa regions. This study provided empirical evidence on English language teachers approaches in the Saudi higher education context. A survey was used to examine the teachers' current approaches to classroom assessment. A total of 287 subjects (191 women and 94 men) participated in the survey. The results revealed that both the male and female participants valued and endorsed assessments alike. However, female participants were found to value assessment purposes more than their male counterparts. Fairness in assessment approaches was the least valued item in teachers' identified assessment approaches. Experienced teachers who identified themselves as competent in their role valued assessment fairness and measurement theory more than novice teachers. The present work broadens our knowledge on teachers' assessment approaches in relation to gender, career stage, and academic position, which support interested researchers and policy-makers in decision-making regarding designing professional development programs.

**Bio: Samar Almossa** is an Assistant Professor at Umm Al-Qura University in Saudi Arabia. She holds a PhD in Applied Linguistics from King's College London and Masters from University of Essex. Her research interests include teachers and students learning, teaching and assessment experiences in higher education context, assessment practices and assessment literacy. Almossa received a research grant from UQU in 2020. She presented her work in national and international conferences. She published papers in ALTE (2020), Palgrave Macmillan (2021), Education and Information Technologies (2021), Humanities and Social Sciences Communications (2022) and Language Testing in Asia (2022). She serves as a reviewer for several journals and conferences committees.

**Sahar M. Alzahrani** is an Assistant Professor of Applied Linguistics, Director of English Language Centre at Umm Al-Qura University. She has earned her PhD from University of Southampton in England (2017). She has an experience of 13 years of teaching general English and English for Specific Purposes. She has given conference papers and has published in her research interests, including learner autonomy, innovation in teaching, blended learning, MOOCs, online instructional design, and teacher education. She has won international awards such as the best poster at LASIG Antwerp Conference; 3MT competition at The University of Southampton; and CALICO Outstanding Graduate Student Award. She is a member of the Saudi TESOL board directors.

## "Manufacturing Consent" in Post-Neoliberal Gated Communities Advertising Discourse: A Case Study of Two Egyptian Ramadan 2021 TV Ads

Nashwa Elyamany

Arab Academy for Science, Technology & Maritime Transport, Egypt

Day: 2

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

Room: 1

**Abstract:** Gated Communities (GCs), as residential enclaves in urban and suburban environments that offer exclusive upscale housing and a multitude of onsite amenities, are burgeoning on the peripheries of many fast-growing Egyptian cities. In the past few years, these communities have received unequivocal attention in Ramadan TV advertising discourse that is deployed for two elitist ends: "the production of status" and "the maintenance of privilege/power." The use of aesthetics, rhetoric strategies, narrative and metaphor in the depiction of the physical, social and economic nature of these enclaves is reflective of elite space and identity. In extension of recent scholarship on new-order elite mobility not only in sociolinguistics and discourse analysis but also in neoliberal urban design, the current research endeavor examines two Ramadan 2021 TV advertisements that showcase two high-end cosmopolitan gated enclaves as places of distinction, socio-economic class, exclusiveness, abundance and a range of recreational facilities for residents, namely Badya and Mountain View. Geared by the Herman-Chomsky Propaganda Model (PM), the current research endeavor is concerned with unraveling the underlying PM's interrelated media filters (ownership, advertising, sourcing, flak & dominant ideology) which make possible the "manufacture of consent", that is, establish priorities, perpetuate events and mobilize public opinion in line with elite interests. The paper argues that the ads under scrutiny are constitutive of material and ideological processes of post-neoliberal restructuring, its contestation, and the struggle for a new urban social imaginary. Several linguistic, visual and spatial modalities are utilized to evoke and semiotize affective meanings and orientations in the emplaced discourse within the communities' brand space that, in turn, become part of the affective regime, helping to encourage and enjoin what is deemed to be normative affective sensibilities and practices in the elite context.

**Bio: Nashwa Elyamany** is an associate professor of applied linguistics at the College of Language and Communication, AASTMT. She is interested in a wide array of interdisciplinary research projects at the juncture of "Multimodal Critical Discourse Analysis" and "American Culture and Media Studies". Her publications appear in several Scopus and Web of Science journals, namely The Social Science Journal, Visual Communication, Convergence, Anàlisi among others.

## Assessing Speaking at the Algerian University: Invalidity of Content or Unreliability of Scoring?

Mohammed Naoua

University of El Oued, Algeria

*Day: 2*

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

*Room: 2*

**Abstract:** Measuring speaking refers to the process of administering tests to participants for the purpose of quantifying their capacity of using language orally in real communicative contexts. Developing tests for measuring this skill is encountered by two main challenges. The first is related to the multi-componential nature of the construct, which covers aspects such as fluency, phonology, accuracy, and pragmatic knowledge. The other challenge is related to scoring reliability, which needs to be established by second sessions of scoring or adjusted by rating scales. The main aim of this paper is to conduct an empirical analysis to examine the extent to which the first-year graduation speaking tests at the University of El Oued, Algeria, represent the construct intended to be tested. Additionally, the study seeks to examine, whether the scores obtained by these students are real indicators of their ability of speaking. The data relevant to this research have been gathered by means of triangulation methods: the observation, the questionnaire, the content syllabus of speaking, and the lists of students' scores in expression tests. Concerning the question of validity, the research revealed large discrepancies between the program of study and the test content. Additionally, these tests failed to measure the multi-constitutional aspects of the construct, in that they focused only on fluency. As far as the process of scoring is concerned, the research raised questions relevant to interrater and intrarater reliability. The paper concludes with a list of recommendations intended to improve the process of establishing content validity and scoring reliability in speaking tests.

**Bio: Mohammed Naoua** is an Associate Professor of Applied Linguistics. The author works at the University of El Oued, Algeria. Dr. NAOUA specializes in Language testing and assessment. His other interests include ESP teaching, Sociolinguistics, Second/foreign language learning. Dr. Naoua has published papers in language testing and participated in numerous international conferences.

## An Evaluation of Language Learning Applications Used by Undergraduates at Saudi Universities

Nojood Alwagdani and Alaa Almohammadi

King Abdulaziz University, Saudi Arabia

Day: 2

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

Room: 3

**Abstract:** Recently, the use of mobile-phone language applications has increased among English as a foreign language (EFL) learners. However, empirical research on the most commonly used apps among English learners and their perceptions and attitudes toward them remains rare. Evaluating language learning apps according to a theory-driven rubric has also not been fully investigated. Thus, the current study investigates language learning apps used by EFL undergraduate students at Saudi universities via an online survey developed by the researchers, and attempts to evaluate the most commonly used apps and student perceptions of them using the iPAC model developed by Burden et al. (2017). The results reveal that two apps, namely Duolingo and Shadowing, are the most common apps used by participants ( $n = 129$ ). The participants' perceptions toward language learning apps are positive in general. The two most common apps are evaluated according to the iPAC model, where it is found that they provide users with a personalized experience; however, both apps do not provide features for communication among learners. Duolingo's users can only post answers on a discussion board, and they cannot communicate through other means such as chats, microphones, or cameras. Shadowing does not support communication among users, as oral or written discussions among learners are not provided. The present study suggests that language learning apps can be used in addition to other language teaching methods to create an essential part of the learners' experience.

**Bio: Nojood Alwagdani** holds an MA degree in Linguistics from King Abdulaziz University, Jeddah, Saudi Arabia. She attended and participated in a number of conferences in the field of Applied Linguistics and English language teaching. She is interested in mobile-assisted language learning (MALL) and bilingualism.

**Alaa Almohammadi** is an Assistant Professor of Linguistics at the Department of European Languages and Literature, King Abdulaziz University, Jeddah, Saudi Arabia. She obtained a PhD in Child Language Development from King's College

London in 2017. Her research interests are early literacy development, childhood bilingualism, and pragmatic development, among other things. She has a number of published research papers and has participated in several conferences and seminars at the national and international level. Her latest publications were part of an international collaboration to study the effect of COVID19 lockdown on vocabulary development and screen use in young children in 13 countries. She attended several courses on leadership, strategic management, and teaching in higher education at different universities including The University of California, Berkeley and MIT.

# Poster Presentations





## The Role of English in Saudi Vision 2030: A Critical Discourse Analysis

Nazim Alqahtani, Petra Schoofs and Gareth Carrol

University of Birmingham and Najran University, UK & Saudi Arabia

*Day: 2*

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

*Room: 1*

**Abstract:** Critical Discourse Analysis (CDA) is considered a valuable and practical method for analysing, interpreting, and explaining how language is used in different settings. The current study analyses two different discourses in the Saudi context: the Saudi Vision 2030 (SV2030) document, an overview of the strategic framework put forward by the Saudi government, and a set of statements about the Vision from University English language departments. These represent a political and institutional discourse, respectively. Fairclough's (2015) Three-dimensional approach is applied: textual analysis, discourse practice analysis, and social practice analysis.

This CDA mainly seeks to uncover the potential role of English, namely English Language Teaching (ELT) and English as a Global Language (EGL), in realising the national SV2030 programme. To achieve this, CDA is employed to discover: 1) how both discourses represent the term and concept of education (e.g., educational agenda); 2) how both discourses employ global and international terms in specific contexts; and 3) what hidden ideologies may lie beyond the texts in the educational and international contexts.

Preliminary results show some agreements between the two discourses that enable English (i.e., ELT and EGL) to contribute to achieving SV2030. For instance, in the educational aspect, the analysis found that both texts point to the subject of knowledge and skills, in a general context to the SV2030 discourse, and in the English context to the departmental discourse. Therefore, English knowledge and skills can be considered in the SV2030 setting. On the international level, the SV2030 refers to and depends on different international contexts, yet without explicitly referring to English as the global medium of communication. The producer of SV2030 might avoid promoting English explicitly for national and socio-political purposes, in which SV2030 is essentially considered a national programme, but its role can still be identified through numerous aspects of the Vision document.

**Bio: Nazim Alqahtani** is a lecturer at Najran University and a PhD researcher in the department of English Language and Linguistics at the University of Birmingham. He is interested in discourse analysis and sociolinguistics.

**Petra Schoofs** is a lecturer in TESOL in the department of English Language and Linguistics at the University of Birmingham. She is interested in bi- and multilingualism, psycholinguistics and in application of these to TESOL.

**Gareth Carrol** 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.

## A Corpus-Based Study of Lexical Coverage in Health Science Coursebooks

### Hamisu Hamisu Haruna, Azza Jauhar Ahmad Tajuddin, and Ibrahim Bashir

Universiti Malaysia Terengganu & Hafar AL-Batin Club,  
Malaysia & Saudi Arabia

**Day: 2**

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

**Room: 2**

**Abstract:** Academic achievement in university programs is determined not only by students' ability to grasp lectures, labs, and tutorials, but also by their ability to comprehend reading materials (coursebooks). However, reading specialised coursebooks by students who use English as a second language becomes a daunting task as they always struggle to comprehend vocabularies used in the texts. This research purports to examine the frequency distribution of academic vocabulary in two sub-disciplines of Health Sciences coursebooks from the National Open University of Nigeria. To achieve this, the researchers adopt a method of lexical frequency profiling using AntWordProfiler for the analysis. The corpus comprised of 616,549 running words from 16 coursebooks in two disciplines: Environmental Health Sciences (EHS) and Public Health Sciences (PHS). The findings from this study reveal that academic word lists account for 9.31% of tokens in the entire corpus, whereas the first two thousand high-frequency word families are 70.88%. In the light of the above, the results reveal that if 98% coverage of a text is needed for unassisted comprehension, then a vocabulary size of 8,000 to 9,000 word families is required. It is therefore hoped that findings from this study will inform coursebook developers for the pedagogical need of English for Health Science module in order to improve the students' reading comprehension.

**Bio: Hamisu Hamisu Haruna** is a PhD student at Universiti Malaysia Terengganu (UMT). He teaches English at Al-Qalam University, Katsina. He holds a BA (Ed.) English and MA English Language from Bayero University, Kano. His research interests include applied linguistics, second language acquisition, second language writing, corpus linguistics, and discourse analysis.

**Azza Jauhar Ahmad Tajuddin** (PhD) is a lecturer of English at English Learning Centre, Centre for Fundamental and Continuing Education, Universiti Malaysia Terengganu (UMT). She holds many positions, published widely and supervised postgraduate dissertations and theses.

**Ibrahim Bashir** holds a master's degree in Teaching English as a Second Language (TESL) and a Ph.D. in English Corpus Linguistics from Universiti Sultan Zainal Abidin, Malaysia. He taught English at different levels in Saudi Arabia and Nigeria. He is currently working as a translator with Hafar AL-Batin Club, in Saudi Arabia.

## Discursive Construction of Saudi Women's Identities on Twitter in the Context of Saudi Vision 2030

**Ashwaq Alsulami, Paul Thompson  
and Michaela Mahlberg**

**University of Birmingham and Jazan University, UK & Saudi Arabia**

**Day: 2**

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

**Room: 1**

**Abstract:** This study adapts a postmodern orientation towards the nature of identity, a philosophy that views identity as a dynamic and continuous construct perceivable via the narratives produced by individuals in specific sociocultural settings.

The purpose of this study is to determine the processes by which Saudi women navigate and construct their identities through discursive practices on Twitter in the light of Saudi vision 2030. A dataset of 4,000 tweets in English and Arabic was collected in two sub-corpora from tweets posted between September 2017 and January 2021. A mix of quantitative (word frequency information) and qualitative (analysis of concordance lines along with small story narrative analysis) were applied to the collected corpus. Analysis was performed through the lens of positioning theory (Bamberg, 1997).

The analytical frame adopted is narrative positioning analysis, which examines narratives on three levels: (i) the level of the taleworld, examining how Saudi women, in general, are described as responding affectively to the social changes initiated by the new legislative provisions; (ii) the level of the storyrealm, examining how women position themselves within the mediated discourse; and (iii) the level of the self, seeking to answer the question of "Who am I?" (Bamberg & Georgakopoulou 2008). Preliminary results indicate how women position themselves as strong and positive in their personal narratives and stories they share on Twitter about their experiences in the context of the Saudi Vision 2030 initiative.

The study is novel in two respects. First, it is the first sociolinguistics study to investigate Saudi women's identities after the reform amendments presented in Vision 2030. Second, it is the first study to utilise narrative analysis—small story narrative analysis in particular—and narrative positioning analysis with corpus analysis techniques as an analytical framework to study identity in digital context.

**Bio: Ashwaq Alsulami** is a doctoral researcher in Sociolinguistics at the University of Birmingham, the UK. Precisely, Ashwaq is interested in studying identities and language people use in digital contexts. Within this research direction, Ashwaq combines between Small stories approach and corpus linguistics to understand how people navigate and construct their identities through discursive practices in digital contexts.

Twitter: @AlsulamiAshwaq

**Paul Thompson** is a reader in applied corpus linguistics. He is a corpus linguist with a particular interest in specialised discourses. He is the Deputy Director of the Centre for Corpus Research at the University of Birmingham, as well as being Deputy Director of the College of Arts and Law Graduate School.

Twitter: @paul\_ccr

**Michaela Mahlberg** is a corpus linguist, she is interested in language as a social phenomenon and the way in which we use language to understand and shape the world we live in. A large part of her research focuses on the language of Dickens's fiction, literary linguistics, and discourse analysis. Mahlberg is the Chair in Corpus Linguistics, and the Director for the Centre for Corpus Research at the University of Birmingham.

Twitter: @MichaMahlberg

## Examination of Students' Receptive Skills Proficiency Level in Light of the Repetitive Curriculums in K.S.A

**Olla Allehiani**

**Najran University, Saudi Arabia**

**Day: 2**

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

**Room: 2**

**Abstract:** This study aims at examining high school seniors' level of proficiency in reading and listening comprehension skills to indicate whether there is, or not, a major noticeable improvement considering the relatively repeated curriculum they have been studying. 15 Seniors were tested using the EF Standard English Test (EF SET). Their scores were classified into levels according to the detailed CEFR scale, ranging from A1 to C2. For the evaluation of the test takers' scores, the shortened version of CEFR scale was correlated with the ISCED-P 2011 and "Saudi Standard Classification of Educational Levels and Specializations" to see where test takers stand. This course of work has revealed that the majority of test takers are still at the educational levels 1 and 2 which correspond to primary and intermediate education while they are supposed to be at level 3. Accordingly, most surveyed EFL teachers of high school seniors have stated that such scores attained by the test takers are lower than expected and see eye to eye with the view of this study, that is, students can perform better if they were exposed to and challenged by materials above their current level so that they can excel in receptive skills.

**Bio:** Olla Muqbl Allehiani is a current M.A. student of Applied Linguistics at Najran University, department of English. She earned her BA degree in English Language with honor from Umm Al-Qura University (2018). She has a year of academic teaching experience at Umm Al-Qura University, English Language Centre (2019-2020).



# Invited Colloquium





## The Current and Potential Applications of NLP in First and Second Language Learning and Research

**Moderator: Dr Emad Alghamdi**

**Day: 1**

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

**Room: 4**

**Abstract:** Artificial intelligence has great potential to improve the quality of language education. There are a range of technologies that can be used to support learning, including intelligent tutoring systems, intelligent agents, and intelligent learning environments. These technologies can be used to provide personalized learning, to adapt to the needs of individual students, to provide feedback, to support collaborative learning, and to provide access to learning resources. The use of intelligent technologies in education is not limited to the classroom. They can also be used to support learning outside the classroom, for example, in distance learning and in informal learning environments. In this colloquium, we will discuss some of the current and potential applications of natural language processing (NLP) in language learning, teaching, and research.

### Speakers:



**Dr. Ahmad Alhindi**

Topic: Saudi Arabia's Participation and Initiatives for AI

**Bio:** Ahmad Alhindi is an associate professor in the department of Computer Science at Umm Al-Qura University. He loves teaching and developing cutting-edge AI solutions for high impact applications. Currently, he is working on AI algorithms with a willingness to implement them in a context of decision making and solving combinatorial problems in real world projects.

### Dr. Sakhar Alkhereyf

Topic: Word and Meaning Representation in NLP



**Bio: Sakhar Alkhereyf** is an assistant research professor in the national center for artificial intelligence at KACST and an AI and NLP consultant. Dr. Alkhereyf is an expert in natural language processing (NLP). He holds a Ph.D. in computer science from Columbia University. His main research interests include Arabic Dialect NLP, building language resources, text classification, and information extraction.

### Dr Emad Alghamdi

Topic: Building AI-based Tools for  
Language Learning and Assessment

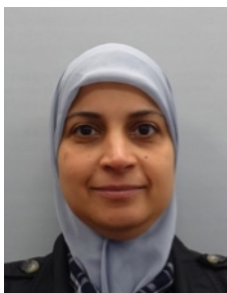


**Bio: Emad Alghamdi** is an assistant professor of computational linguistics in the English Language Institute at King Abdulaziz University. Dr. Alghamdi holds a PhD in computational linguistics from The University of Melbourne, Australia. He is the founding director of the Artificial Intelligence in Language Learning and Assessment Lab.



# WORKSHOPS





## Error Analysis in Language Learning

**Dr. Aziza Zaher**

**Durham University, UK**

**Day: 1**

**Time: 18:30-19:30**

**(GMT 15:30-16:30)**

**Room: 1**

**Abstract:** The focus of this workshop is on error analysis in language learning. In 1967, Corder's seminal paper "the Significance of Learners' Errors" offered a transformative view of errors as providing evidence of learners' progress and approaches to learning. He maintained that errors can be overt or covert, and they must be considered in context. Selinker (1972) developed the idea of 'interlanguage' which represents learners' dynamic internal linguistic system which develops during their learning. Lightbown and Spada (2013) view errors as natural and valuable part of language learning. In this workshop, I aim to discuss the distinction between an error and a mistake, the value of errors to language learning and the attitudes and approaches which different educators adopt towards errors. I also aim to explore how error analysis can be used as a powerful tool to aid language learning, both by teachers and learners. I also aim to discuss the different types and sources of errors. I hope to have an open conversation with educators about their approaches to learners' errors and how learners themselves can harness the power of error analysis to better understand and enhance their language learning.

Corder (1967) The Significance of Learner's Errors, in International Review of Applied Linguistics in Language Teaching; Jan 1, 1967; 5, 4; Periodicals Archive Online pg. 161.

Lightbown, P., & Spada, N. M. (2013). How languages are learned. Oxford: Oxford University Press.

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10, 209-241.

**Bio: Aziza Zaher** is an Associate Professor of Arabic at Durham University and a Senior Fellow of the Higher Education Academy. She has a PhD in critical discourse analysis, MA in linguistics, and a Postgraduate Certificate in Learning and Teaching in Higher Education. Aziza has co-authored three books on teaching Arabic as a foreign language and some articles.



**Book Review: Language, Learning and Disability in the Education of Young Bilingual Children**

**Dr. Maram Al-Maneea**

**Traajim**

**Day: 1**

**Time: 18:30-19:30 (GMT 15:30-16:30)**

**Room: 2**

**Abstract:** The timely volume entitled Language, Learning, and Disability in the Education of Young Bilingual Children by Dina C. Castro and Alfredo J. Artiles, summarizes current knowledge and represents the most critical issues regarding early childhood research, policy, and practices related to young bilingual children with disabilities and provides valuable guidance for teachers, administrators, policymakers, and researchers. The workshop will discuss some of the book's recommended practices in the light of the current situation in Saudi Arabia pertaining to bilingual education of children with disabilities to understand how such experiences can be locally implemented.

**Bio: Maram Al-Maneea** is an Assistant Professor at the College of Languages and Translation and the Vice Dean of the Centre of Volunteer Work at Al-Imam Mohammad Ibn Saud Islamic University. She received her PhD in Applied Linguistics, and her research interests include motivational studies as well as bilingualism. With an academic experience of over 10 years, Dr. Maram has presented many workshops for university students concentrating on voluntary work and required skills for language learners.



## Developing Graduate Attributes through ELT

**Ms. Lubna Omer**

**Saudi TESOL**

**Day: 2**

**Time: 13:30-14:30**

**(GMT 10:30-11:30)**

**Room: 1**

**Abstract:** Our primary concern as English language instructors at ELI is to inculcate graduate attributes amongst our students. We constantly endeavor to foster macro and micro thinking and learning skills that will empower learners as they transition into this crucial phase of their evolution as learners. This becomes even more pertinent due to the fact that our students often come from a more conservative educational background characterized by a sequestered rote learning relationship with English. Often due to their experience with English at school, our students consider English as a hurdle that could prevent them from pursuing careers of their choice. As their teachers, we need to enable them to forge a more critical and cohesive relationship with the language. The transition from learning to becoming accomplished citizens of the world requires a rapid paradigm shift in the mindset of the learners. This session explores strategies that can help learners perceive English as a medium to develop graduate attributes rather than as a dragon to slay. It also delves into the negative attributes that need to be overcome to pave way for a healthier relationship with English as a medium for facilitating their future careers and lives. The session further analyses ways to help our students evolve into critical thinkers using English as a means to develop life competencies to become productive citizens of the world.

**Bio: Lubna Omer** from ELI (KAU) has an M.A., a CELTA and a DELTA from the University of Cambridge. She is a Cambridge-certified teacher trainer and coordinator of the Curriculum and Testing Section at ELI, Women's main campus. She is also a Cambridge-certified examiner. A prolific writer and an ardent and effective presenter herself, she is passionately involved in empowering learners to become better English writers and speakers. As a member of the Saudi TESOL board of directors, she believes that enhancing teachers' professional development is the best way to help the learners of the language. Her DELTA research combined with her teacher training responsibilities have afforded her the unique opportunity to explore teacher-student interactions that facilitate and enhance learning.





## **TBilingualism Matters: Bridging the Gap between Research and Society**

**Prof. Antonella Sorace**

**Bilingualism Matters**

**Day: 2**

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

**Room: 2**

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

**Bio:** **Antonella Sorace** is Professor of Developmental Linguistics at the University of Edinburgh and Honorary Professor at University College London. She is internationally known for her interdisciplinary research on bilingualism and language learning across the lifespan, and for her commitment to bringing research to society. She is the founding director of the international public engagement centre Bilingualism Matters, which currently has 31 branches in three different continents.

## ALR2022 Strand Coordinators and Abstract Reviewers

### ALR2022 Strand Coordinators

Strand	Coordinator	Affiliation	Country
Corpus Linguistics	Dr. Pawel Szudarksi	Nottingham University	United Kingdom
Discourse Analysis	Dr. Aisha Al-Subhi	Umm Al-Qura University	Saudi Arabia
	Dr. Reema Albilehi	King Abdulaziz Medical City	Saudi Arabia
Foreign Language Learning	Dr. Noorchaya Yahya	King Saud University	Saudi Arabia
Language Assessment and Evaluation	Dr. Inas Hussein	Arab Academy for Science, Technology & Maritime Transport	Egypt
Language Literacy Studies	Dr. Hmoud Alotaibi	Shaqra University	Saudi Arabia
Language Policy	Prof. Hala Dalbani	Prince Sultan University	Saudi Arabia
Language Teaching and Technology	Dr. Norah Almusharraf	Prince Sultan University	Saudi Arabia
Psycholinguistics & Bilingualism	Dr. Suhad Sonbul	Umm Al-Qura University	Saudi Arabia
Sociolinguistics	Dr. Iman Mahfouz	Arab Academy for Science, Technology & Maritime Transport	Egypt
	Dr. Najla Alghamdi	Taif University	Saudi Arabia
Stylistics	Dr. Nashwa Elyamany	Arab Academy for Science, Technology & Maritime Transport	Egypt
Translation and Interpretation Studies	Dr. Shadia AlShaikh	Dar AlUloom	Saudi Arabia
Vocabulary Acquisition	Dr. Ahmed Masrai	Prince Sattam bin Abdulaziz University	Saudi Arabia

### ALR2022 Reviewers

Reviewer	Affiliation	Country
Dr. Abdullah Alamer	King Faisal University	Saudi Arabia
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Dr. Ahlam Ahmed Othman	British University in Egypt	Egypt
Dr. Ahmed Al Khateeb	King Faisal University	Saudi Arabia
Dr. Alia Mitchell	Prince Sultan University	Saudi Arabia
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Dr. Daniel Bailey	Konkuk University	Korea
Dr. Dina El-Dakhs	Prince Sultan University	Saudi Arabia
Dr. Ebtesam Abdulhaleem	King Saud University	Saudi Arabia
Dr. Emad Al-Ghamdi	King Abdulaziz University	Saudi Arabia
Prof. Hadeer Abouelnagah	Prince Sultan University	Saudi Arabia
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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.

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Day (2): <https://tinyurl.com/ALR2022Room1Day2>

### Room (2)

Day (1): <https://tinyurl.com/ALR2022Room2Day1>

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### Room (3)

Day (1): <https://tinyurl.com/ALR2022Room3Day1>

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Day (1): <https://tinyurl.com/ALR2022Room4Day1>

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