SESSIONS IN ROOM  G12

Lena Grannell | Dept. of English Language and Applied Linguistics

An analysis of subject tutor feedback to investigate how students are required to display their academic knowledge in specific ways within particular disciplines.

This study analyses subject tutor feedback on postgraduate written work, drawn from different faculties in order to investigate disciplinary variation in tutors commentary and the extent to which feedback attempts to induct students to the discursive practices of the discipline.

Studies have demonstrated that academic disciplines can show considerable variation not just in terms of the use of language forms and structures but also with regard to social and rhetorical disciplinary practices, for example the way in which knowledge claims are made and arguments developed (Woodward Kron, 2004; Lillis et al, 2016). A study of feedback can help writing teachers gain a better understanding of what subject tutors from different faculties value in a text. The writing tutor can, in turn, help students acquire a better understanding of writing in disciplinary approved ways and the performance standards associated with learning and achievement in particular disciplines.

This presentation reports on research conducted within three different departments at a single University in the UK. The study includes a content analysis on subject tutor feedback employing both qualitative and quantitative steps of analysis, and interviews with feedback providers to explore disciplinary variation in the tutors’ commenting practice more fully.

Arwa Mohammed | Dept. of English Language and Applied Linguistics

Critical Discourse Analysis of hashtags discussing women driving in Saudi Arabia

This study is a Critical Discourse Analysis (CDA) examining and comparing linguistic and visual representations of social actors (female and male opponents and supporters) of women’s right to drive in Saudi Arabia in Twitter hashtags discussing women driving before and after the ban was lifted. By examining the linguistic and visual representations for opposing groups of social actors (female and male opponents and supporters). The study aims to reveal the assumptions of gender stereotypes and gender norms and roles in Saudi society. Also to uncover what are the discourses that these representations drawn from.

In this research, two frameworks will be adopted. The first is Van Leeuwen’s (2008) framework for social actor representation which is used to examine the linguistic representations of the named social actors in the hashtags discussing women driving. The second framework is Van Leeuwen’s Visual Social Actor Network and this will be used to examine the visual representations of the selected social actors.
Firdous Abdelhamid | Dept. of English Language and Applied Linguistics

**Communicating meaning through translanguaging: The case of multilingual interactions of Algerians on Facebook**

Algeria is a multilingual speech community where individuals constantly mix between codes in spoken discourse (Bagui, 2014). Code is used here as a cover term to refer to the existing languages and language varieties in Algeria. These include among others, the mother tongue of the majority Algerian Arabic, the official language Modern-Standard Arabic and the foreign languages learnt at schools French and English. A previous study interested in finding out whether Algerians also mix between these codes when using Facebook and how frequently revealed that they do. One third of the collected data of 16355 Facebook comments were multilingual comments written in mixing between two or more codes (Abdelhamid, 2018). Informed by these results, the present study takes a qualitative perspective and aims at explaining how users of Facebook use multilingual posts and comments to communicate meaning adopting the notion of translanguaging. This means approaching such multilingual practices as creative linguistic behaviours utilized to achieve intended meanings (Li, 2017). Participants for the study are seven volunteered Facebook users who use Facebook on a daily basis. The researcher observed their Facebook profiles and collected selected multilingual posts from each one of them.

Tuija Knowles | Dept. of English Language and Applied Linguistics

**Academics’ professional online identities**

The aim of my ongoing research project is to examine how academics present themselves professionally in the online environment, which is now increasingly used for establishing professional reputations and identities. The first phase of this study includes focus group discussions and individual interviews of both early career and established academics working in a variety of disciplines in the South of England. In this presentation initial findings from this first phase of the study will be discussed. I will give some examples of the challenges the participants felt they have to face and I will ask whether there are differences in how and why specific platforms are used. To conclude, the planned second phase of the study will be briefly outlined.

Yesi Cheng | School of Psychology & Clinical Language Sciences

**Ambiguity processing in English natives and non-natives during eye-tracking**

The present study aims to contribute to current theoretical debates on the similarities and differences between native and non-native processing. The Shallow Structure Hypothesis (Clahsen & Felser, 2006) claims that non-natives have difficulty constructing syntactic representations. Others argue native/non-native differences can be explained in terms of working memory retrieval (Cunnings, 2017) or efficiency of lexical processing (Hopp, 2014). We investigated how English natives and non-natives process syntactic ambiguity in relative clauses (RC) using offline and online measures. Previous studies on English natives have demonstrated a preference for low attachment. We examined whether non-natives with an L1 that prefers high attachment also show this preference. The current results from the offline measures show both group exhibited a low attachment preference which is positively correlated with working memory. The eye-tracking data suggested that both groups preferred attaching low as they had significantly shorter reading times for low attachment RCs. The study suggests that native and non-native processing are similar and modulated by cognitive system. The findings also indicate the human brain tends to employ a parsing principle that simplifies a syntactic analysis most to avoid cognitive loads when processing syntactically complex sentences.
Beth Phillips | School of Psychology & Clinical Language Sciences

Formal approaches to artificial grammar learning

Artificial grammar learning is an experimental paradigm used to examine human processing of stimuli which follow specific rules. Subjects are found to be able to implicitly learn the structure of strings presented to them, without overt knowledge of the underlying rules, and classify novel strings as following the same rules or not. This is strongly associated with higher order cognitive functions such as language processing. My PhD is concerned with furthering existing knowledge by considering a more theoretically informed approach. I will examine the types of grammar used previously and begin to run experiments using a new class of grammar, termed Lindenmayer systems. These differ in specific ways from the artificial grammars classically used and are especially suited for use in artificial grammar learning tasks, in terms of the type of stimuli they provide and the ability to manipulate them to emulate natural language structures. This research will inform the development of language-independent tasks which can be used as diagnostic tools and experimental paradigms for children, non-verbal or cognitively impaired populations, and in cross cultural studies.

Juhayna Taha | School of Psychology & Clinical Language Sciences

Verb morphology deficits in Palestinian Arabic-speaking children with Developmental Language Disorder (DLD)

Children with Developmental Language Disorder (DLD) have difficulties with grammatical morphology, in particular with morphemes which mark tense and subject-verb agreement. Cross-linguistic research indicates that the severity and nature of these morphological difficulties depend on the typology of the target language. Using a verb elicitation task, this study investigates the production of verb inflections in Palestinian Arabic-speaking children with and without DLD. The study recruited 14 children with DLD and 32 typically developing children (TD). The two groups were compared in terms of the (1) developmental pattern of finite verb morphology, (2) correct use of inflections which mark tense and subject-verb agreement for person, number and gender and (3) type of error patterns. Findings revealed that Palestinian Arabic-speaking children with DLD show a delayed onset and an atypical developmental pattern in their ability to mark verb finiteness. Not all tense and agreement structures were problematic for children with DLD. Furthermore, the type of tense and agreement marking errors did not differ across the two groups. We discuss these finding in light of the structural characteristics of Arabic and theories of DLD.

LSWP Team- Jacqueline Laws, Roopa Leonard, Begona Garrido

Publishing your Research and the Role of the Language Studies Working Papers

The co-ordinator and editors of the Language Studies Working Papers (LSWP) will discuss what it means to publish your research while you are still a PhD student and the consequences of (not) doing so. They will discuss the role of the LSWP and what it means to be an editor, reviewer and author of papers in this annual cross-Faculty online publication produced by the Department of English Language & Applied Linguistics.
Eloi Puig-Mayenco | School of Psychology & Clinical Language Sciences

*My viva experience*

This talk will focus on the presenter’s recent viva experience for extracting lessons that may be of benefit to current PhD candidates who have yet to face their viva. It will address aspects of the preparation process, such as identifying a set of suitable questions and answers, as well as those aspects of the viva itself that met the presenter’s expectations and those that didn’t. Practical advice will be offered with respect to all aspects of the viva experience.

Toms Voits | School of Psychology & Clinical Language Sciences

*The cognitive and neurological effects of bilingualism in healthy ageing populations*

Recent evidence has shown that bilingualism is a factor that has an impact on one’s cognitive abilities and brain structure in older age: cognitive abilities are better preserved (Bialystok et al., 2012), brain structures maintain their integrity for longer (Luk et al., 2011), and it has been suggested that bilingual individuals experience clinical onset of dementia later in life than comparable monolinguals (Alladi et al., 2013). Bilingual patients also maintain better cognitive function at higher levels of brain atrophy than monolinguals, suggesting bilingualism is related to higher cognitive reserve (Schweizer et al., 2012). However, to date, there is no longitudinal evidence linking bilingualism to the progression of ageing-related cognitive and neurological decline.

I present the design and some preliminary data of a currently ongoing cross-sectional and longitudinal project testing healthy age-matched monolingual and bilingual individuals. Data for the first cross-sectional comparisons will be presented. The study consists of two – behavioural and brain imaging (MRI) – components. The behavioural testing battery includes assessment of cognitive abilities along with a questionnaire on participants’ language history and use (Anderson et al., 2017). The MRI protocol consists of structural scanning sequences examining grey matter volume, white matter integrity and connectivity, white matter hyperintensities, brain metabolism and resting state functional connectivity.

Michal Korenar | Dept. of English Language and Applied Linguistics

*Psychometric approaches to the link between creativity and bilingualism*

Creativity, that is the production of outcomes that are both original and useful (Simonton, 2008), is a process demanding fluency, flexibility, novelty, and elaboration. These abilities require a.o. attention control mechanisms (Silvia, 2015). Some of these cognitive functions have been argued to be components of a cognitive mechanism which is trained during code-switching, resulting in advantage for bilinguals in creative performance (Kharkurin & Wei, 2015). However, evidence that habitual code-switching may enhance creative performance is subject to controversy. Therefore, the current study aims to expand on our knowledge regarding the link between code-switching, cognitive control and creativity by investigating four different groups: late Czech-English bilinguals living in Czechia and the UK and monolinguals living in these countries. Besides offline tasks commonly used to assess creativity and cognitive control (e.g. the Torrance Test of Creativity or the Flanker task), alternative approaches to the measurement of creativity will be included, such as subtests commonly used to measure intelligence. A review of recent research in the field suggests that several subtests of intelligence batteries can be used as psychometric tools to measure creativity. The presentation will be concluded with a discussion of the experimental design I plan to use in my research.
Maha Alzahrani | Dept. of English Language and Applied Linguistics  
**Online Games in EFL Classrooms: The Roles of English Proficiency, Game Complexity and Game Reception on Vocabulary Learning**

Recent empirical data regarding digital game-based language learning (DGBLL) has shown that online games provide potential benefits to those learning a second language. However, some studies have reported negative or unpromising results. Therefore, this study aims to investigate the possible factors that affect the vocabulary-learning outcomes achieved by using online games in L2 classrooms. Two studies will be conducted, involving 300 Saudi EFL students at two different levels of English proficiency (high and low). In Study 1, a vocabulary learning application, Quizlet, will be used in conjunction with an online entitled Stomach Surgery. Study 2 will be identical to Study 1 but will apply a different online game: Energy City. A pre-test, an immediate post-test and a delayed (5 weeks) post-test will be undertaken to examine vocabulary acquisition and retention. A survey will also be created to measure learners’ responses and attitudes towards the use of these games in their classes. In the final section of the paper, the implications for teachers will be examined, and further suggestions for educators and instructors will be proposed.

Roopa Leonard | Dept. of English Language and Applied Linguistics  
**The influence of L1 on the processing of L2 collocations in Tamil-English bilingual children**

This study examined the influence of Tamil (L1) on the processing of English (L2) collocations for young Indian ESL learners. The sample group was a group of 9-10 year old 58 participants from a primary school in Chennai, India. Using self-paced reading, the reading times of the participants were measured for both congruent and incongruent collocations. There were two reading modes—the single mode and the chunk mode—which allowed the reading times for both the whole collocations and the individual words of the collocations to be collected. To measure the vocabulary size and proficiency levels of the learners, X-lex tests in both languages and the C-test were administered.

The data were analysed on a by-participant and by-item basis. It was found that the learners read congruent collocations more quickly than incongruent collocations, both in the single mode and the chunk mode. It was also found that for congruent collocations, the learners read the second word more quickly than the first word i.e there appeared to be a priming effect for congruent collocations. However, the reverse was true for incongruent collocations. The next stage of this study will also be discussed.
The role of grammar practice activities in the development of speeded-up explicit knowledge and automatic, implicit knowledge

Grammar practice activities aim to bridge the gap between a learning stage where a grammatical feature is explicitly known to the learner but not yet readily useable in real-time communication and a later stage where the learner can use the feature accurately and fluently in everyday communication. In theory, this aim can be achieved in two ways. First, explicit knowledge accessible through controlled processing can be speeded up as a result of practice. Second, practice may facilitate the development of automatic, implicit knowledge over time (e.g. Paradis, 2009). The purpose of this study is to investigate the extent to which grammar practice activities may facilitate the development of speeded-up explicit knowledge and automatic, implicit knowledge. To this end, two groups of adult second language learners will receive explicit information about a target grammatical feature (English comparative adjectives) and complete a series of grammar practice activities spread over four sessions. Three tests will be administered at three testing phases: pre-test, post-test, and delayed post-test. A metalinguistic knowledge task will be used to measure explicit knowledge, an oral production task to measure speeded-up explicit knowledge or implicit knowledge, and a word monitoring task to measure implicit knowledge.

An exploratory study of the relationship between L1 and L2 fluency behaviour

Fluency has been brought forward as one of the reliable indicators of successful oral performance in L2. A review of literature suggests that L2 proficiency can be predicted from some of the measures of fluency construct in learners performance (e.g. Iwashita et al., 2008; Revesz, et al., 2014) in their performance. Yet, little is known about the role of L1 behaviour in the development of fluency behaviour at different levels of proficiency, and in this regard cross-linguistic studies are scarce (e.g. De Jong et al., 2015; Huensch &Tracy-Ventura, 2016; Peltonen, 2018). Therefore, this study aims to explore the possible link between L1 Turkish and L2 English fluency behaviour, and to understand to what extent this relationship is moderated by L2 proficiency level. As such, the data were collected from 60 L1 Turkish-L2 English postgraduate students in the UK through a battery of proficiency tests (i.e. Elicited Imitation Task and Oxford Placement Test) and oral narrative tasks. The oral performances were analysed for a number of fluency measures (i.e. breakdown, repair, speed and composite measures), and a number of statistical analysis were run. Preliminary findings suggest that some of the breakdown and repair fluency measures in L1 and L2 correlate with each other, and that these relationships are not moderated by L2 proficiency level. The findings will be discussed and the implications for L2 practices (L2 testing, L2 research as well as L2 teaching) will be highlighted.
Elina Maragianni | Dept. of English Language and Applied Linguistics

**The role of lexical fillers and epistemic markers on oral L2 ability**

There is ample research evidence to suggest that an integral part of L2 oral ability is learners’ pragmatic competence (Bachman, 1990; Gablasova, Brezina, Mcenery & Boyd, 2015; Iwashita, May & Moore, 2017; Wei, 2011). Despite the important role of L2 pragmatic competence and the contribution it has to L2 oral ability, little attention has been paid to investigating the extent of the contribution pragmatic aspect of spoken performance would have to assessment of L2 ability.

The study I am presenting in this paper is part of my PhD project, which aims to help develop a better understanding of the relationship between L2 oral ability and pragmatic aspects of L2 knowledge, operationalised in terms of the quantity and quality of use of epistemic markers and lexical fillers. By investigating oral L2 ability through holistic assessment, standardized language tests and a linguistic analysis perspective (CALS), the study aims to examine to what extent L2 pragmatic knowledge is represented in the assessment of L2 oral ability at different proficiency levels and task types.

As such, a 2x2 between participant design was employed in which proficiency level and task type were the two independent variables. The data for this study comprised of speech performance samples collected from 61 L2 speakers performing two different tasks. Their proficiency was measured through a standardized test (Oxford Placement Test). Ratings from experienced raters’ judgements on participants’ overall performance were obtained, while the speech performances were transcribed, and will be segmented and analysed in terms of CALF measures. Preliminary findings suggest that task type had no impact on the quantity and quality of use of epistemic markers and lexical fillers. Further analyses and pedagogical implications will be discussed.

Ghadah Albarqi | Dept. of English Language and Applied Linguistics

**Proficiency development and L2 self-monitoring foci**

Speaking a second language involves complicated processes that draw on cognitive resources to function efficiently. One of these processes is self-monitoring which is defined as checking L2 speech against learners’ existing linguistic system (Kormos, 2006). Although L1 monitoring behaviour has been extensively studied in L1 literature (e.g. Levelt, 1983), monitoring of L2 speech still needs further investigation (Broos, Duyck, & Hartsuiker, 2016). The present study aimed to explore the effects of proficiency level on L2 self-monitoring behaviour. Sixty-six Saudi L2 learners at two levels of proficiency (elementary and intermediate) were recruited to perform narrative tasks. L2 speech was recorded, coded, and analysed for aspects of monitoring in terms of disfluency, repair types, temporal phases of repair, and accuracy. This presentation will highlight the effect of proficiency on repair types. Repair types are Different-information repair (encoding different message); Appropriacy-repair (modifying the content of the message); and Error-repair (correcting lexical, grammatical, and phonological errors in the message). The results showed that the Intermediate group produced significantly more Appropriacy-repair as compared to the Elementary group. One interpretation of the data is that Appropriacy-repair likely increased as a result of the availability of cognitive resources with the development of proficiency leads to automatization of some speech processes (Kormos, 2000; Van Hest, 1996).
Yi Ru | Dept. of English Language and Applied Linguistics

**Teaching pronunciation for English as a lingua franca in mainland China**

As English has assumed the role of a lingua franca, i.e. an international and intercultural communication language, native speaker norms have been challenged in English language teaching, and in pronunciation teaching, researchers like Jenkins (2000) uphold that intelligibility can be a realistic goal. To inform teaching, they have developed a Lingua franca core (LFC), a set of pronunciation features which are presumably the minimum required to achieve intelligible communication among non-native speakers of English. The present study seeks to investigate to what extent the teaching methodology based on LFC is effective for adult learners in mainland China, and if LFC can be revised to cater for the need of these learners. The study will adopt a quasi-experimental design where two groups of students will be taught with traditional and LFC methodologies respectively, and their learning outcomes will be compared. The presentation will highlight the first stage of the research.

Ibrahim Alfaifi | Dept. of English Language and Applied Linguistics

**Attitudes of EFL teachers to nativelikeness and intelligibility in pronunciation assessment: A Saudi context**

In EFL/ESL speaking and, necessarily, pronunciation pedagogy, the question of speaker norms has been a significant issue. Traditionally, the native-speaker model has been considered the norm in language production and assessment (Deterding, 2010). In the past few decades, however, this model has been challenged by approaches such as English as a Lingua Franca (Jenkins, 2000) and World Englishes (Kachru, 1985). These approaches seem to have had an effect on ESL/EFL assessment and instruction by making them less native-speaker focused (Graddol, 2006). However, the extent of this effect is not plain since studies have indicated variations in ESL/EFL instructors’ and raters’ attitudes towards the native-speaker norm (Deterding, 2010). Therefore, further investigation into these claims should be conducted since the knowledge of which aspects of performance that ESL/EFL instructors and raters should concentrate on is fundamental for speaking pedagogy and assessment, and this includes pronunciation. Thus, in my study, I will look at the attitudes of the EFL teachers at King Abdulaziz University (KAU) towards nativelikeness and intelligibility in pronunciation assessment.

Haifa Alhumaid | Dept. of English Language and Applied Linguistics

**Does phonemic coding ability predict the effect of orthographic exposure on the phonological acquisition?**

The proposed study aims to associate two different factors to the acquisition of L2 phonology. These two factors are input modality (orthographic and audio input) and language aptitude (phonemic coding ability). It will be designed to investigate whether L2 Arabic learners will or will not be influenced by orthographic exposure during their L2 phonological acquisition of particular phonemes, and whether learners vary in this influence depending on their phonemic coding ability level. The sample of this study will be L2 Arabic learners who live in the United Kingdom. They will be examined during their acquisition of four Arabic phonemes in which they lead to only two counterparts in English. These phonemes are the alveolars /s/ and /sʕ/ leading to only /s/ in English, and the dentals /ð/ and /ðˤ/ leading to only /ð/ in English. The proposed study aims to examine the participants’ ability to differentiate between two minimal pairs of Arabic non-words by investigating the effect of the written forms availability for the learners.
Rana Alsabhan | Dept. of English Language and Applied Linguistics

The phonotactics of the obstruent clusters word initial in Najdi Arabic

The study of consonant clusters is vital for a thorough understanding of the syllable structure, sonority, and markedness relations. Previous studies have reported that Arabic dialects such as Palestinian Arabic (Jarrar, Habash, Alrimawi, Akra, & Zalmout, 2017) and Najdi Arabic (Alghmaiz, 2013) allow consonant clusters word initial, unlike Standard Arabic. The purpose of this study is to extend previous work on Arabic dialects by focusing on obstruent clusters in Najdi Arabic in relation to their conformity to the universal principle of language, that is, the Sonority Sequence Principle. In order to explore the obstruent clusters, twenty Najdi native speakers will be recruited to conduct three tasks: read a wordlist, read sentences, and participate in a face-to-face interview. The dataset will be designed to include all possible obstruent cluster i.e. stop- fricative, fricative-stop, stop-stop, and fricative-fricative. All data will be audio-recorded. Then, acoustically analysed to ascertain the manifestation of the obstruent clusters. Next, the phonotactics of the obstruent clusters will be demonstrated and the sonority of the segments will be detected. Finally, the clusters will be examined whether they conform the Sonority Sequence Principle or not.

Zahra Hamadah | Dept. of English Language and Applied Linguistics

Bidirectional transfer in the acquisition of English articles by Arabic-English bilingual adults and children

Due to their complexity, English articles are said to be one of the most challenging forms to acquire by L2 English users. The process of acquiring English articles is said to be influenced by many factors. Across the different studies examining L2 English articles acquisition, L1 transfer and age were said to be the most influencing factors. The study examines the process of acquiring L2 English articles by L1 Arabic speaking adults and children (age: 6-10). The study examines bidirectional language transfer as a phenomenon exhibited among bilinguals. The study examines how the use of L2 English articles is impacted by the use of L1 Arabic article system and whether the or not the use of articles in Arabic is impacted by the new learning experience. In examining this phenomenon both level of accuracy and errors are taken in consideration. By examining the two groups the study highlights the influence of age as an important contributing factor based on the similarities and the differences exhibited by the two groups and the patterns of article use. The study also makes consideration to other influencing factors such as: length of exposure to L1/L2, level of engagement in using L1/L2, L1/L2 age of onset, and L1/L2 proficiency level. The study will be conducted by two main methods of data collection: A narrative-elicitation task and a sentence repetition task. In this presentation, a piloting study examining forward transfer (L1 to L2) among the two groups is reported. In this piloting study, only the narrative-elicitation task was used. Based on the results of the piloting study, new dimensions will be addressed in the new study.
Gaston Bacquet | Institute of Education

The language classroom as an identity-building environment

This study explored how the classroom can be used as an identity-learning environment in a multi-cultural, multi-lingual context. Using Richards’ 2006 theory on ‘transportable identities’, 19 college-age Myanmar students engaged in a series of tasks designed to help them explore their own identity more in depth and to look into the impact of such exploration in their social interaction with people from different ethnic and linguistic backgrounds.

Learners were asked to participate in communicative language-learning activities from the perspective of their different transportable identities, then asked to reflect on the outcomes of these interactions and to write these reflections in their journals, which they kept for the six weeks of the study.

This presentation aims at giving a rationale for the research, explaining what was done how and finally discussing the outcomes and possible implications for teachers and educators. Additionally, it aims at adding to the discussion on how to tackle issues of multi-culturalism and assimilation in a learning environment.

Chuyi Wang | Institute of Education

A study of the motivation of adult learners who learn Chinese as a foreign language in the UK

L2 motivation is an important factor in second language acquisition. The study of CFL (Chinese as a foreign language) motivation is significant for students, teachers and institutions alike, as drop-out rates within this group are high and a cause for concern. To date, however, little research attention has been devoted to the study of motivation among adult learners studying in HE and FE on non-examined courses in the UK. This study aims to understand this issue by analyzing the relationship between motivational factors identified by individuals and their classroom experiences; and whether, how and why motivation changes over time. Both quantitative and qualitative data will be collected, including through questionnaires, interviews and classroom observation. This research will also survey Chinese teachers who teach Chinese in the UK regarding their understandings of students' motivations and the motivational teaching strategies they employ. This study aims to address both the theoretical gaps in the field of motivation research for adult amateur CFL learners in the UK and offer suggestions for improving levels of motivation within that group.
POSTER PRESENTATIONS IN ROOM G08

Firdous Abdelhamid | Dept. of English Language and Applied Linguistics
Investigating Algerians’ codeswitching on Facebook pages

Motivated by the literature on the Algerian multilingual speech community that affirms the existence and the habitual codeswitching behaviour of its speakers in spoken discourse (Bagui, 2014), this study investigates whether Algerians codeswitch in other genres of interactive discourses, mainly those mediated through computers. The present study is part of a larger research project interested in describing and interpreting the use of different semiotic signs on Facebook to communicate meaning. Its purpose is to explore whether Facebook could be a source of quality data with sufficient instances of codeswitching to carry the large study mainly after the prediction by Paolillo (2011) that codeswitching is disfavoured in asynchronous modes of communication to which Facebook could belong. The aim of this study is twofold. It aims, first, to measure the frequency of codeswitching in selected Facebook pages and, second, to identify the languages used in the codeswitching instances. Two Algerian Facebook pages were selected and data was collected from a total of 120 Facebook posts and 16355 comments. The data analysis shows that one third of the collected data are messages that contain instances of codeswitching while two thirds of the collected data were monolingual. Codeswitching between Algerian-Arabic and French and between Algerian-Arabic and Modern Standard Arabic are the most frequent cases of codeswitching and the use of English is limited.

Zeynep Duran Karaoz | Dept. of English Language and Applied Linguistics
An exploratory study of L2 oral performance: Fluency in L1 Turkish and L2 English

Fluency has been brought forward as one of the reliable indicators of successful oral performance in L2. A review of literature suggests that L2 proficiency can be predicted from some of the measures of fluency construct in learners performance (e.g. Iwashita et al., 2008; Revesz, et al., 2014) in their performance. Yet, little is known about the role of L1 behaviour in the development of fluency behaviour at different levels of proficiency, and in this regard cross-linguistic studies are scarce (e.g. De Jong et al., 2015; Huensch & Tracy-Ventura, 2016; Peltonen, 2018). Therefore, this study aims to explore the possible link between L1 Turkish and L2 English fluency behaviour, and to understand to what extent this relationship is moderated by L2 proficiency level.

As such, the data was collected from 42 L1 Turkish-L2 English speakers at a state university in Turkey through a battery of proficiency tests (i.e. Elicited Imitation Task and Oxford Placement Test) and oral narrative tasks. The oral performances were analysed for a number of fluency measures, and a number of statistical analysis were run. The findings suggest that some of the L1 and L2 fluency measures correlate with each other. The findings will be discussed and the implications for L2 practices (L2 testing, L2 research as well as L2 teaching) will be highlighted.
Barbara King | Institute of Education

**Spoken interaction in second language classrooms: A three-case study**

This study aims to fill a gap in the research in UK-based studies of content and language integrated learning (CLIL) by focussing on the way teachers and students talk in the classroom.

It can be argued theoretically that a CLIL approach would provide ideal conditions for language acquisition, as a focus on content is likely to provide frequent opportunities for negotiation of meaning and plenty of feedback on learners’ communicative abilities, providing the opportunities for interaction as outlined by Swain (1995) and Long (1996). However, it can also be argued that a non-CLIL second language lesson could also provide similar opportunities for a high level of interaction, if managed effectively (Christie 2016). This study aims to explore these theories by looking at evidence from CLIL and non-CLIL classroom settings. Analysis is on-going but preliminary findings suggest that similar patterns of classroom language are evident in all three settings, and that the teacher may be a key factor in determining the opportunities for dialogue, checks on meaning and corrective feedback.

This research will have implications in three areas: language pedagogy and policy; theories of second language acquisition and research methodology.

Keltoum Mansouri | Institute of Education

**Evidence-based practice: Listening in English in teachers’ and students’ self-efficacy**

Listening in a foreign language is a complex cognitive process, making it one of the least understood and the hardest skill for researchers and teachers to investigate and teach (Vandergrift, 2007). While research into second language listening is on the increase (Renandya & Hu, 2018), over the last decades the interest has been in investigating the factors affecting learners’ listening ability and how to develop listening proficiency. Particular attention in research has been focused on learners’ listening strategies and the crucial role played by metacognition. At the same time, although the teacher potentially plays a crucial role in improving learners’ motivation, self-beliefs and performance in relation to listening, it has been argued that language teachers’ awareness of research and theory relating to listening is limited (Graham & Santos, 2015). Moreover, teacher cognition in relation to listening remains a neglected area (Graham, 2017). As a result, our understanding of a variable that potentially influences listening pedagogy and outcomes is limited. In response to this gap in research, this paper presents findings from a study that investigates, first, the effects of research-based training on teachers’ self-efficacy beliefs for teaching listening; second, the impact of strategy and metacognition-based instruction delivered by those teachers on EFL students’ listening proficiency and self-efficacy beliefs; and lastly the relationship between teachers’ and learners’ listening self-efficacy beliefs. The study was conducted in two English language departments in Algerian universities involving 10 teachers and 186 students. Data were collected quantitatively from the participants at two-time points. The research tools included questionnaires for all the participants, in addition to a listening proficiency test and vocabulary test for the students. The presentation will conclude by presenting the results and discussing its implications for pedagogy and theory.
Muna Muqaibal | Institute of Education

Evaluating the effectiveness of spaced practice using Computer Assisted Language Learning (CALL) in teaching and learning English vocabulary in the classroom: The case of Oman

This study aimed to investigate the impact of time distribution (i.e. spacing between practice sessions; intensive versus spaced) on vocabulary learning and retention in low ability learners of L2 English using a computer-assisted language learning programme (Quizlet). The study also explored the teachers’ and students’ perceptions on the use and implementation of Quizlet. The study implemented a quasi-experimental design. The sample was derived from six intact classes in a Technical college in Oman. A total of 96 potential participants; i.e. control (n=33), intensive (n=34) and spaced (n=29), were invited to take part in this study, including four teachers. Students were allocated into three groups: intensive (1 day between practice sessions); spaced (7 days between practice sessions); and, a test-only control group. The treatments groups (intensive and spaced) received four intervention sessions, each lasting for 20 minutes. Baseline tests (the 2000-5000 vocabulary level test (VLT), a background questionnaire and working memory test) and three performance tests (pre-, post- and delayed post-tests) were completed by all of the students. The poster will present the initial results of quantitative data.

Toms Voits | School of Psychology & Clinical Language Sciences

Beyond Dementia: Bilingualism and Neurodegenerative Diseases

Over the past few decades, bilingualism has emerged as a potential factor having a significant impact on cognition and brain structure. Such research typically examines the effects of bilingualism in healthy children and adults. Conversely, the body of literature examining bilingualism effects in ageing populations remains comparatively small. This holds especially true with regards to effects of bilingualism in clinical ageing populations. Current evidence suggests that bilingualism might contribute to delaying the expression and/or progression of the symptoms of Alzheimer’s dementia for as much as 5 years. To the extent bilingualism plays an ameliorative role at all, it seems reasonable to expect that it would have similar effects for other neurodegenerative disorders. Nevertheless, relevant studies examining disorders other than Alzheimer’s Disease or Mild Cognitive Impairment are extremely limited. Despite compelling reasons to the contrary, the few relevant studies that do exist are not properly linked, nor appreciated as a meaningful cohort in their own right. Making links across neurodegenerative disorders and bilingualism, to the extent possible, serves both practical health-related and theoretical-oriented needs. Herein, we provide a focused literature review on various neurological disorders in bilinguals. We consider whether the available evidence warrants claims for bilingualism-related effects more generally, with an eye at future research to fill in gaps in our understanding.