Previous language experience can affect the development and use of language. This variation is important to consider in language learning situations, a key component of which is vocabulary acquisition. The first study of my PhD has found that, whilst speaking more languages in adults does not necessarily result in better word learning ability, there is an interaction between the languages spoken and the learning methods used. The current study is extending this finding further, by exploring the effects of language experience on word learning in children. Variations in word learning strategies, and the resulting word learning performance, are expected between children who speak different numbers of languages.

Anticipatory discourses and future professional practices of Thai student-teachers of English

This presentation addresses a small section of my PhD research on the in-class pedagogical potential of Thai student-teachers’ out-of-class digital English literacy practices. The current findings show that student-teachers engage in various digital English literacy practices to enhance the poor language learning environment in Thailand. These digital English literacy practices are expected to also mediate their anticipatory discourses on future professional practices. However, the current findings show that alternative, more dominant discourses mediate student-teachers’ teaching practices. These findings provide insight in the current state of Thai education through the ambivalence between current practices and anticipatory discourses on future professional practices.

Exploring the effect of repetition, spacing on vocabulary learning and retention

The study explored the proportion of words retained by Saudi L2 learners intentionally by word cards and incidentally by graded reader. It investigated the effect of spaced repetition techniques on the retention of the forms and meanings of forty-five target words. Students were divided over three groups; word card group using Leitner system, graded reader group reading modified texts and a control group. Three tests and a post-test were given. The overall performance of the word card group was superior to the graded reader group and the control group at the three testing phases of the learning process and at post-test.
9.30 - 9.45 Pengchong Zhang | Institute of Education

Comparing different types of intentional EFL vocabulary acquisition for Chinese high-school learners of English

This study explores the teaching of vocabulary in EFL classrooms using oral texts, looking specifically at the impacts of three types of vocabulary instruction: target language only, teacher codeswitching and contrastive Focus-on-Form. The study involves 155 learners from four classes in high school Grade 1, with classes randomly assigned to one control group, and three treatment groups. Each treatment group received six intervention sessions. Vocabulary knowledge was tested before, immediately after and two weeks after each intervention session. Insights into how learners made sense of the explanations they received, for example, what strategies they used, was sought through stimulated recall interviews. This presentation will present the quantitative findings and discuss their pedagogical implications.

9.45 - 10.00 Anthony Attwood | Institute of Education

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.

10.00 - 10.10 | BREAK

10.10 - 10.25 Phil Freestone | Dept. of English Language and Applied Linguistics

Gay Men and Discourses of Marriage and Sexuality in China: A Study in Mediated Discourse Analysis

For gay men, the discursive context of developed cities in contemporary China is complex, entailing the interaction of distinct influences from cosmopolitan Discourses of sexual identity, and from traditional Chinese family practices regarding marriage and filial piety (Altman, 1997; Kong, 2011; Li, Holroyd & Lau 2010; Miège, 2009; Rofel, 1999). This project uses Mediated Discourse Analysis to analyse linguistic-ethnographic and semi-structured interview data, with a view to sketching the pertinent nexus of practice (Scollon & Scollon, 2004) amongst the community in question, and thereby examining the role of Discourse in the construction of identity and society.

10.25 - 10.40 Firdous Abdelhamid | Dept. of English Language and Applied Linguistics

Investigating Algerians’ codeswitching on Facebook pages

Codeswitching in computer-mediated discourse is a common practice among bi-multilingual speakers (Androutsopoulos, 2013). This had led to growing interest in its study shifting the interest of sociolinguistics to multilingual written discourse (Sebba, 2012) and most precisely to multilingual computer-mediated discourse (Barasa, 2015). The present study shares the same interest as it explores the linguistic practices of Algerians on Internet focusing on Facebook. It has a twofold aim. It, first aims at investigating how frequently do Algerians code-switch on selected Facebook pages and between which language varieties. It, then, aims at examining how their linguistic choices converge to the preceding ones or diverge from them relating to the context where they are found.


10.40 - 10.55 Areej Albawardi | Dept. of English Language and Applied Linguistics

Digital literacy practices of Saudi female university students

This thesis investigates online interaction of Saudi university women who studied at the English department at University of Dammam. These students are part of the internet generation and have been participating in online interactions on different platforms. To understand what the participants are doing online, a number of data collection methods were employed including questionnaires, electronic literacy logs and samples of the participants’ online interaction. Following a new literacy studies approach in which actions and practices of participants are considered as a starting point, a mediated discourse analysis was conducted to analyze some collected samples from WhatsApp and Snapchat. The results indicate not only that the participants’ interaction is multilingual and multimodal but the choice of code and mode is strategically used to accomplish social actions, enact different identities and manage social relationships.

10.55 - 11.10 Chimwemwe Magela | Dept. of English Language and Applied Linguistics

Mature students’ perceptions and experiences of academic writing at Malawian undergraduate level

In the context of broadening access to higher education (HE), understanding mature students’ perceptions and experiences of academic writing (AW) can facilitate most HE institutions’ efforts to find appropriate and adequate ways of supporting these students’ AW development. The aim of this study is to explore AW experiences and perceptions of mature undergraduate students with English as a second language in the University of Malawi. The study will involve fourth year social sciences students who will be invited to complete a questionnaire and take part in semi-structured, text-based interviews. A sample of students’ written assignments and documents specific to assignments will be analysed. Findings of this study will provide insights into how students understand AW demands within their disciplines, the qualities that they bring to their AW, what they find challenging about AW, and variation of students’ reported AW experiences within the broader social sciences discipline. The presentation will focus on the research context and methodological approach which will be employed in this study.

11.10 - 11.25 Natalia Kampakli | Dept. of English Language and Applied Linguistics

Cohesion and lexis in L2 English writing in comparison to L1 English writing

This presentation discusses my PhD study exploring features of cohesion and lexis in L1 and L2 English writing using corpus techniques. The study further examines how the use and development of these features in L2 English writing relate to writing proficiency development across CEFR B2, C1 and C2 levels. The focus is on a corpus of rated exam scripts written by Greek learners for English language certification purposes, in addition to an English native corpus which is currently built under exam conditions to be comparable in terms of writing tasks and genres. Relevant literature, methodological details and data collection issues will be discussed.
11.35 - 11.50 Zehra Ongun | Dept. of English Language and Applied Linguistics

Effects of parental support for L1 on the vocabulary size and non-verbal intelligence of bilingual children

One of the aims of the present study is to investigate the effects of parental language dominance and home language use on bilingual children’s receptive vocabulary sizes in both languages and non-verbal intelligence scores. The study involves 100 Turkish-English bilingual children (age range 7-11) who grew up in the UK. The parents are middle-class (SES) first generation immigrants from Turkey and at least one of them has a university degree. The children were tested with X-Lex (Receptive vocabulary size test, Meara & Milton, 2003) and Turkish-X Lex in both of their languages. Further, Raven`s Colored Progressive Matrices (Raven, Raven, &Court, 2004) were used to measure intelligence levels. In addition, parental language dominance questionnaire (Dunn& Fox-Tree, 2009) and Language and Social Background Questionnaire (Luk & Bialystok, 2013) were administered to the parents. The results show a significant correlation between parental dominance for L1 and higher receptive vocabulary (Turkish receptive, r=.716, p<.01; English receptive, r=.303, p<.01) and non-verbal intelligence scores (r=.433, p<.01) of children. Parents with a higher dominance for L1 (Turkish) have children with higher receptive vocabulary sizes in both languages and higher non-verbal intelligence scores than parents with a lower dominance for L1 (Turkish). Additionally, parents with more L1 use at home have children with higher receptive vocabulary sizes in both languages and higher nonverbal intelligence than parents with more L2 use at home. To sum up, parental support for L1 has positive effects for the vocabulary sizes of bilingual children in both languages and their non-verbal intelligence scores.

11.50 - 12.05 Roopa Kathere nep Leonard | Dept. of English Language and Applied Linguistics

The Influence of the L1 on the L2 Collocation Acquisition of Young ESL Learners

This study aims to investigate the influence of the L1 on young L2 learners’ processing of L2 collocations. The participants in this study will be 50 4th-grade Tamil-speaking learners of English. Tests to measure vocabulary size and lexical richness will be administered to the learners. Using a self-paced reading assessment, the reaction times of the learners to congruent collocations (collocations that retain the same meaning when translated word for word between the L1 and L2) and incongruent collocations (collocations which do not have a direct translation) will be measured. It is hypothesised that the learners will have quicker reaction times to the congruent collocations. Statistical analyses will be done to determine the relationship between the reaction times and the vocabulary size and lexical richness levels of the learners.

12.05 - 12.20 Tuija Knowles | Dept. of English Language and Applied Linguistics

Academics’ Professional Online Identities

The planned study will examine how academics present themselves professionally in the online environment, which is now increasingly used for establishing professional reputations and identities. This presentation discusses online identities from four different theoretical approaches. Identities as performance, as community membership, as a brand and as platform-based identities. There are increasing expectations and requirements for online presence while attitudes towards the use of social media are divided. The aim of the proposed study is to explore how users negotiate between individual agency, audience and impositions of the platforms. Feedback on the planned research design is welcomed.
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.

12.35-13.05 | LUNCH BREAK

PARALLEL SESSIONS AFTER LUNCH (JJ RH LT)

13.05 - 13.20 Anas Awwad | Dept. of English Language & Applied Linguistics
“Hmm, reading their minds is not easy”: Does proficiency mediate task complexity?

Research on the effects of task complexity (TC) on L2 performance has paid little attention to examining the interaction between learner individual differences and task design. Building up on the findings of a previous study (Awwad, 2015), this study examines the effects of increasing TC by intentional reasoning (IR) demands on L2 performance and the interaction between these effects and learner language proficiency (LP).

The study employed a 2 x 2 within-participant factorial design. Forty-eight Jordanian secondary school students performed two video-based narratives (-/+IR). Their LP as measured prior to performing the tasks ranged from A2 to C1. The participants’ oral performance was analysed in terms of CALF measures. The results showed that IR had a systematic impact on certain aspects of L2 performance. Though LP had main effects on lexical diversity, accuracy, speed fluency and filled pausing, the effects of TC was not mediated by the variation in learners’ LP. The findings have significant implications for research in SLA and L2 pedagogy.

13.20 – 13.35 Zeynep Duran Karaoz | Dept. of English Language & Applied Linguistics
An Exploratory Study of L2 Oral Performance: Fluency and Lexical Complexity in L1 Turkish and L2 English

Fluency and lexical complexity have been brought forward as reliable indicators of L2 proficiency. Yet, little is known about the role of L1 behaviour in the development of these constructs at different levels of proficiency, and in this regard cross-linguistic studies are scarce (De Jong, Steinel, Florijn, Schoonen & Hulstijn, 2013; Treffers-Daller, 2013; Treffers-Daller & Korybski, 2015). This study aims to explore the possible link between L1 and L2 oral performance (represented through fluency and lexical complexity), and to address the extent to which L2 proficiency level moderates fluency and lexical complexity patterns of L2 learners. As such, a pilot study was conducted with 26 L1 Turkish-L2 English speakers at a state university in Turkey. The data were collected through a battery of proficiency tests and oral narrative tasks. The oral performances were analysed for a range of CALF measures and a number of statistical analysis were run. The findings will be discussed and the implications for L2 practices (L2 testing, L2 research as well as L2 teaching) will be highlighted.
13.35 - 13.50 Ghadah Albarqi | Dept. of English Language & Applied Linguistics
An Exploratory Study of L2 Self-Monitoring Behaviour Manipulated along Task Type, Dual Task Condition and Working Memory Capacity

Despite the importance of self-monitoring in second language acquisition (SLA), it is still a field that has not drawn much attention in second language (L2) research. The vast majority of the work on L2 monitoring has focused on examining the distribution and frequency of self-repair. To date, no study has looked specifically at the relationship between breakdown aspects of fluency and L2 monitoring. This study seeks to understand in what ways repair and breakdown features relate to L2 self-monitoring. Investigation will be carried out by examining repair and breakdown features individually, and in interaction, under three task types manipulated along a dual task paradigm. Individual differences in working memory capacity will be examined. Learners’ thoughts concerning their monitoring behaviour will be probed using retrospective stimulated interviews.

13.50 - 14.05 Badriyah Yusof | Dept. of English Language and Applied Linguistics
Representing Power Relations in a Contested Space: An Insight into the Dynamics of Brunei-Britain Political Relations 1847-1984

This project aims to observe the dynamics of power relations as represented in Brunei-Britain (BR-UK) political discourse produced between 1847 to 1984. In this vein, power relations will be discussed in terms of how they were represented, developed, maintained and negotiated over the contested period in the context of dependency and diplomacy; and how this phenomenon was appreciated as a linguistic phenomenon via the manifestation of various linguistic features, discursive interactions/strategies, role of social actors and context of text production. Methodologically, this research is situated in the domain of CDA where data analysis will be triangulated within the framework of Discourse Historical Approach with the complimentary usage of van Leeuwen’s Social Actors. For this presentation, early insights from current working stage will be discussed particularly on the challenges in exercising methodology and managing data.

14.05 – 14.10 | BREAK

14.10 - 14.25 Lubna M. Bahammam | Dept. of English Language and Applied Linguistics
Investigating multi-voicedness in the gendered discourses of Twitter-hashtagged debates about Saudi-women’s issues

This study is motivated by Twitter’s growing popularity as a space where Saudi men and women could debate issues pertaining to their lives without being stigmatised in an otherwise gender-segregated society. It aims to explore the discourses related to gender in twitter-based hashtag discussions about women-related issues. I will utilize gender and discourse paradigms and Critical Discourse Analysis tools to analyse a corpus collected in June, 2015, comprising the first 1000 unique text-based tweets of two topical hashtags that mark the public reaction to a) newly-announced travel controls for Saudi women and b) statistics about the percentages of unmarried Saudi women. The analysis focusses on whether the contributors to these hashtags are reiterating or contesting such dominant discourses with an interest in the subversive discursive strategies employed by users as forms of linguistic intervention. Therefore, the data provides evidence for multi-voicedness in a context where voices of difference, protest, and dissent regarding women’s rights have long been silenced by dominant discourses.
14.25 - 14.40 Chris Ryder | Dept. of English Language & Applied Linguistics

A Scrutinence of Newies: Corpus-Based Analyses of Derivational Word-Formation

Suffixes are often used in English to create neologisms, but few of these achieve dictionary status; others may be used only once or for a single conversation before being forgotten. It is proposed that these ‘disposable words’ provide key insights into the psycholinguistic mechanisms underlying suffixation processes. To examine this possibility, speech corpora were analysed diachronically and scored across a wide range of linguistic and semantic suffix features, such as transparency, alongside their ability to form neologisms. The results demonstrate the greater influence on productivity of certain features over others, and inform future empirical studies into lay speaker suffix comprehension.


A Contrastive Analysis of verb-noun collocations and their syntactic patterns in academic English and Arabic writing

This study is a contrastive analysis of the syntactic and semantic characteristics of verb-noun collocations in academic English and Arabic. These characteristics are explored through investigating the use of single-word and multi-word verbs in different complementation constructions. The study aims for a better understanding of academic writing as a genre to help advanced Arab learners of English write academically in English. To achieve this aim, two corpora of Journal articles were compiled: Academic English Corpus (AEC) and Academic Arabic Corpus (AAC) and interrogated adopting Construction Grammar (CG) as a theoretical model. CG was chosen because it allows for the investigation of both syntactic form and semantic meaning. The results of the study revealed some similarities and differences in the two languages.

14.55 | CLOSING REMARKS (In JJ RH LT)

PARALLEL SESSIONS AFTER LUNCH (JJ LH DITCHBURN THEATRE)

13.05 - 13.20 Shi Zhang | Dept. of English Language & Applied Linguistics/ School of Psychology & Clinical Language Sciences

L1 attrition of perfective/durative aspect marking in Mandarin Chinese

The present study concerns whether extended and extensive exposure to a second language would lead to first language (L1) attrition, i.e. changes of L1 linguistic behavior/knowledge. An acceptability judgement task, which examined the knowledge of perfective and durative aspect marking in Mandarin Chinese, was employed and the performance of 7 Mandarin-English bilinguals in the UK was compared to that of 23 Mandarin monolinguals. The results showed that the bilinguals were significantly more inclined to accept marking Accomplishment verbs (e.g. read a book) as durative. This talk will discuss whether this finding suggests L1 attrition among the bilinguals.

13.20 - 13.35 Mona Indargiri | School of Psychology & Clinical Language Sciences

Palin Parent -Child Interaction Therapy & Factors affecting speech fluency in Gulf (khaleeji) culture

Aim:

- To investigate the efficacy of using the Palin PCI treatment method model in a khaleeji culture known for its complexity and sensitivity that impact parenting style.
- To determine if Palin PCI is similarly effective with a subgroup of children who stutter and with ASD in a khaleeji culture.
- Help parent restore confidence in their parenting skills and to find ways of interacting with their child to facilitate fluency.

Study 2: Parents’ Perspective Questionnaire study in Khaleeji culture.

Aim:

- To investigate parental perceptions and beliefs as to the potential factors that affect speech fluency in children in a khaleeji culture.

Explore the perception of factors that can contribute to the onset and development of stuttering that makes children vulnerable to stuttering in a khaleeji culture.

13.35 - 13.50 Boikanyego Sebina | Dept. of English Language & Applied Linguistics

Penultimate syllable length in the speech of 6-7-years-old sequential Setswana-English bilingual children

Botswana is a country in which there is a diglossic Setswana/English language setting. The phonology of Setswana, a tonal language where syllabic pitch is used to distinguish between meaning of words at both lexical and grammatical level (Batibo & Mae 1999), requires the lengthening of the vowel in the penultimate syllable of multisyllabic words. This study examines the relative duration of the penultimate syllable vowel in multisyllabic Setswana words in the speech of 20 primary school children aged 6-7 years, with no speech and language impairment, growing up in Botswana. The participants are divided into two groups: 10 privately English-medium educated early sequential Setswana-English bilingual children, taught full-time in English, the second language (L2) from the age of 3 years, and for whom English has become dominant; and 10 children who are educated in public schools for whom English is considered a learner language, i.e., L1 Setswana is dominant. The aim is therefore to see whether the L2, which does not have penultimate syllable vowel lengthening as a phonological pattern, has had an effect on the L1 of children in either group.

The study primarily uses spontaneous speech based on the telling of the wordless picture storybook *Frog where are you?* (Mayer, 1969). Praat (Boersma, 2002) was used to generate waveforms and spectrograms where sound files were segmentally labelled into penultimate syllable vowels and final syllable vowels respectively. Using a Praat script to extract the duration of the vowels, the vowel length in the penultimate syllable of multisyllabic words of the two groups of children is compared. The results of the study show that the English-medium educated experimental group does not lengthen the penultimate syllable vowel relative to other syllables; rather, the children lengthen the vowel of the final syllable. The implication of this is that the lack of lengthening of the penultimate syllable in multisyllabic words could result in unintelligibility. The results of the study are in support of the notion that extensive exposure to L2 can cause changes to the patterns of L1.
13.50 - 14.05 Hajar Salman M. Binasfour | Dept. of English Language & Applied Linguistics

Investigating the perception and production of Arabic pharyngealized sounds amongst L2 learners of Arabic

This study examined the pharyngealized sounds /sˤ/, /θˤ/, /dˤ/, and /tˤ/ as they were pronounced and perceived by a group of L2 learners of Arabic. The purposes of this study are to describe the way L2 learners produce and perceive these unfamiliar sounds to investigate the difficult aspects of acquisition and also to examine the effects of technology-based instruction in enhancing learners’ perception and production of these sounds. Data were collected from perception identification task and recordings of 38 L2 learners of Arabic pronouncing Arabic phrases containing the target sounds and taken during pre- and post-test conditions. The participants were native speakers of Urdu, Mandarin and English and from three proficiency levels; beginners, intermediate and advanced. The results showed that there were differences in the accuracy of perception and production of the target sounds and the differences were found between proficiency levels, language groups, and phonological environments (i.e. /_a/, /_u/, /_i/).

14.05 – 14.10 | BREAK

14.10 - 14.25 Asma Almuawi | Dept. of English Language & Applied Linguistics

Investigating the Effect of Reflective Practice to Face Interactional Competence Challenges in Academic spoken Discourse in Saudi Arabia

The proposed study is an investigation of the construct of interactional competence and the manner in which interactional competence is displayed and maintained in the context of English as a medium of instruction (EMI). Students entering universities in EFL contexts are usually faced with communicative demands of their own disciplinary-specific language. It is argued that examining interactional challenges encountered by faculty members and students to be fully engaged in the academic discourse regardless of their L2 proficiency, is essential to employ possible forms of reflective practice that is suitable for the context. The analysis of the construct supports the view that interactional competence can enhance and develop the learning process. Adopting ethnographical approach to the study, it will be conducted in Princess Nora University in Saudi Arabia. This methodological approach highlights the importance of being involved in the learning community to enhance understandings of classroom interaction. Data collection will depend on three resources; observations, interviews, transcribed classroom interaction. The use of this method will help to understand the relationship between language, interaction, interlocutors, and the orientation of scientific knowledge in EFL context.


An interdisciplinary investigation of subject tutor feedback on student written work

A study of tutor feedback provided to student writers can contribute to our understanding of written work within certain disciplines. Working with academics from the faculties of Arts & Humanities and Psychiatry, Psychology & Neuroscience, my research investigates feedback comments received by L1 and L2 students for a summative written assessment completed as part of their postgraduate programme at a UK university. This study aims to identify themes deriving from the data, conduct a comparative analysis and explore whether there is disciplinary variation in what academic tutors choose to focus on in their feedback comments.
14.40 – 14.55 Gareth Mills | Dept. of English Literature

The Paradoxical Metaphysics of self-fashioning: How can the legacy of Wyndham Lewis’ prose style help us understand the digital self?

Wyndham Lewis participated in the early twentieth century debates around the self on several fronts. His criticism attempts to invert the consequences of Henri Bergson’s division of the personality into instinct and intuition, while accepting the emergence of a social self; his fiction is a performance of the futile struggle by individuals to impose objective autonomy on the mechanical body. Critical attempts to contextualise his texts in the matrix of 20s and 30s philosophy have been crucial but have so far overlooked the digital re-emergence and intensification of the tensions driving his texts.

14.55 | CLOSING REMARKS (In JJ RH LT)