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<td>09:45</td>
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<td>Plenary Speaker 1 Professor Jim Milton, University of Swansea</td>
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<td>‘Vowel Blindness’ Using Eye-tracking to Investigate the Reading Comprehension of Native Speakers of Arabic</td>
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### Oral Presentations

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<td>11:00</td>
<td>Alba Eugenia V. Miranda</td>
<td>Stig George</td>
<td>Open unity of ethnicity in Mexico: indigenous youth experiences in art and performance</td>
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<td>11:30</td>
<td>State University of Oaxaca</td>
<td>The Preterite to Present Process</td>
<td>Syllabification of English Complex Codas by Kashmiri Speakers: An Acoustic Analysis</td>
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<td>Yingjie Lan</td>
<td>Jennifer Mattschey</td>
<td>The Bilingual Stereotype: Are bilinguals the smarter people?</td>
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<td>Veronika Volná</td>
<td>Forensic Analysis of Anonymization Strategies in English</td>
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<td>Stig George</td>
<td>Investigating Second Language English Teachers' Reading Instruction and Their Attitudes Towards Teaching English Reading in a Fifth and Seventh Grade Libyan Setting</td>
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<td>Genan Elashhab</td>
<td>Mona Syrbe</td>
<td>“Seducers of the People” : mapping the linguistic shift</td>
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<td>Sedek Gohar &amp; Mubarak ALAhbabi</td>
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<td>Rachel Chimbwete Phiri</td>
<td>Mona Syrbe</td>
<td>“Seducers of the People” : mapping the linguistic shift</td>
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| 13:45  | Lunch                                                                   |                                 | Géraldine Bengsch  
University of York  
Interactional rapport building mechanisms in international settings: an investigation into communication sequences at the hotel front desk |
| 14:15  |                                                                         |                                 | Christopher Erenje  
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L1 influence on L2 phonological acquisition: Examining the similarity differential controversy in a multilingual environment |
| 13:45  |                                                                         |                                 | Massimiliano Canzi  
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A study on the variation of fundamental frequency, formant values, speaking rate and vowel length in soft, neutral and loud speech in standard Italian |
| 14:15  |                                                                         |                                 | Maja Gwozdz  
University of Cambridge  
A corpus-based study of multiword expressions in literal and nonliteral contexts |
| 14:45  |                                                                         |                                 | Ming Ni  
University of Stirling  
Interviews Conducted in Chinese and English: A Small-Scale Case Study at a UK University |
| 14:45  |                                                                         |                                 | Sara Vilar Lluch  
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University College London  
Performance and Self-evidence Awareness of the Brazilian Popular Culture in London |
| 15:15  |                                                                         |                                 | David Selfe  
University of Glasgow  
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| 15:15  |                                                                         |                                 | Sarah Grossenbacher  
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From East to West? Dialect diffusion between Swindon and Bristol. An analysis based on data gathered with the English Dialects app |
| 15:15  |                                                                         |                                 | Yang, He  
University of Aberdeen  
The Effects of Motivation on the Development of Pragmatic Awareness in an EFL Context |
| 15:45  |                                                                         |                                 | Tanchanok Prombut  
University of Aberdeen  
Research Methods in Sociolinguistic Study: Politeness Focus |
| 15:45  |                                                                         |                                 | Oreoluwa Beatrice  
University of Lagos  
| 15:45  | MacRobert Building (James Scotland Suite)                              |                                 | Plenary Speaker 2  
Professor Robert McColl Millar, University of Aberdeen  
Language on the Margins  
Poster Presentations |
| 16:00  |                                                                         |                                 | Sami Almalki, Exeter University  
Using Blogging to Improve EFL College Students’ Writing Skills: A study on the Preparatory Year Programme (PYP) Taif University |
| 16:00  |                                                                         |                                 | Abdullah Saad AlAwni, University of Aberdeen  
English Loanwords in Saudi Colloquial Arabic |
PLENARY SPEAKERS

Professor Jim Milton, University of Swansea
‘Vowel Blindness’ Using Eye-tracking to Investigate the Reading Comprehension of Native Speakers of Arabic

Reading in a foreign language is likely to be a challenge for any learner but native speakers of Arabic trying to read English appear to face particular problems. It is thought these problems are associated with the nature of Arabic itself, and reading in Arabic, which leads to the transfer of inappropriate reading processes. Written Arabic does not generally write short vowels for example and the reading process focuses, principally, on the recognition of consonants. Further, all Arabic words are based on a three consonant root and it is thought reading in Arabic involves the identification of the root as a route to word recognition and meaning. Transferred to English these processes are thought to explain the difficulty Arabic speakers have in recognising and correctly using vowel consonants in English; a process called ‘vowel blindness’ and something that inhibits efficient reading and writing. There is an alternative explanation of reading problems in a foreign language and this is associated with knowledge rather than process difficulties. It is accepted that good reading ability in a foreign language is dependent on the scale of vocabulary knowledge the learner possesses. For good reading this vocabulary knowledge needs to be stored in orthographic form and we have some evidence to suggest that Arabic speakers may not have this. They may be storing words phonologically so the process of reading becomes one of sounding out each word so it can be recognised aurally. If this is happening then this might explain the slow and inefficient reading that Arabic speakers often display when handling English. We have been using eye-tracking software in an attempt to investigate the way our Arabic speakers handle reading English words, and to suggest whether either of these explanation can be supported.
From many different points of view, the centre of anything – be it a cell or a state – is often interpreted as the most ‘genuine’, the most intrinsic example of that being, institution or object. Phenomena which take place on the margins, in between states or functions, are considered to be rather less ‘genuine’ than phenomena at the centre. This view can often be found in linguistic analyses as well. This is particularly the case in any discussion of linguistic purity in, for example, the distinctions felt and suggested between urban and rural nonstandard varieties (or, indeed, in the distinctions between standard and nonstandard varieties of the same language). In a very real sense, marginal language varieties are marginalised, if not ignored.

There are a number of reasons why this lack of discussion is unfortunate. As this paper will demonstrate, marginal varieties share a number of distinctive tendencies which are, perhaps, less well known in more centralised varieties. In this presentation we will consider a range of these phenomena, connected certainly to language contact, but also the forms of fossilisation and what might be termed linguistic concentration which are likely to take hold when a variety is spoken on the edge, whether that margin be actual or notional. The presentation will consider a number of phenomena in a number of places, including Luxembourg, the Gaelic-Scots interface in northern Scotland and the specific natures of the dialects of the fishing communities of Scotland and the Scottish trawler folk.

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**ORAL PRESENTATIONS**

- Alba Eugenia Vasquez Miranda, State University of Oaxaca Mexico
• Stig George, University of Aberdeen
• Zafeer Hussain Kiani University of Azad Jammu and Kashmir, Pakistan
• Yingjie Lan, University of Cambridge
• Jennifer Mattschey, University of Aberdeen
• Veronika Volná, Charles University (Prague, Czech Republic)
• Dawn Leslie, University of Aberdeen
• Genan Elashbab, University of York
• Sedek Mohamed Gohar and Mubarak Meshi AlAhbabi, United Arab Emirates University
• Rachel Chimbwete Phiri, University of Warwick
• Mona Syrbe, Trinity College Dublin, Ireland
• Fiona Houston, University of Aberdeen
• Géraldine Bengsch, University of York
• Christopher Erenje, University of Aberdeen
• Massimiliano Canzi, University of York
• Maja Gwozdz, University of Cambridge
• Ming Ni, University of Stirling
• Sara Vilar Lluch, University of East Anglia
• Jorge Farias Jr, University College London
• David Selfe, University of Glasgow
• Sarah Grossenbacher, University of Bern, Switzerland
• Yang, He, University of Aberdeen

POSTER PRESENTATIONS
• Sami Almalki, Exeter University
• Abdullah Saad AlAwni, University of Aberdeen

ORAL PRESENTATIONS Abstracts

Alba Eugenia Vasquez Miranda, State University of Oaxaca Mexico (Oral presentation)

Open unity of ethnicity in Mexico: indigenous youth experiences in art and performance

I work in the State University of Oaxaca Mexico in the undergraduate program for language teaching. I am interested in how art and performance are relevant to the education of language students.
This presentation is a part of an ongoing research project on the uses of media by young people, such as musical groups that write rap and rock songs in indigenous languages; contemporary photography in Indigenous mountain villages, an entirely Mexican music and dance group that performs Celtic music, a dance troupe of Mexican teenagers performing K-Pop (Korean); Because we are talking about Oaxaca, Mexico where national and indigenous identities combine and clash, the issues surrounding the appropriation of semiotic means to perform identities and how ethnicity is understood, transformed and, interestingly enough for an ancient society, fluid opens up a rich space for discussion and inquiry.

I think that both their experiences with fiction and their creative and recreational pursuits outside their academic contexts are fundamentally aesthetic experiences that enrich them in different ways and result in cultural capital as they become participants growing into a comprehension of human experiences as universal. We see in this, examples of open unity and persistence of the past as interpreted by Bakhtin (1986).

I am also interested in seeing how these multimodal (Kress, 2010) experiences interact with backgrounds of ethnicity. For the past twenty years or so there has been a shift in the policies aimed at the indigenous population in Mexico. We have gone from a policy of assimilation to a policy of interculturality and multilingualism that aims to protect language diversity. Acting in counterpoint is the fact that the issues of racism have been dismissed by the state and only recently approached directly through academic study.

I think that both the shift in policies and the expansion of new media are influencing new issues of identity, ethnicity and projections of self.

REFERENCES

The origins of the preterite-presents, a group of verbs common to each of the Germanic languages, have remained elusive since early theorists like Jacob Grimm first sought to shed light on the matter. The forms these verbs take are highly anomalous. They feature thematic presents comparable to preterites of their corresponding strong classes: forms usually responsible for carrying a past sense. In the ongoing effort to illuminate how this came about, many accounts have been forthcoming, but as promising as a number of them might seem, none has managed to fully satisfy the small community of scholars that the obscure nature of this group of verbs has attracted. The primary tradition of approach has been a comparative linguistic one. Dealing here, as we are, with verbs that we can confidently claim came to be as a result of pre-historic processes, studying the languages from which they came themselves has necessitated in the first order considerable efforts at their reconstruction. The result of this has been a highly ‘involved’ topic of debate, one primarily concerned with the accuracy of hypothetical languages that can at best be considered only partially recovered, and the use of this material to extrapolate from where the preterite-presents developed and how. In this way, two main approaches to the problem, broadly speaking, have been derived: the Grimm Theory approach, which proposes a Germanic strong verb origin, and the Perfect Origin approach, which considers these verbs to be reflexes of a Perfect category of the earlier proto language of Indo-European. Though it might be seen that there are inherent problems with a sole reliance on a comparative linguistic approach, the general consensus is now that the former of the above theoretical frameworks can be considered obsolete in light of the more favourable alternative presented by the latter. Yet, in this paper, I will
suggest that another approach might serve to further inform the matter of how the preterite-presents came to be. In the course of the development of the English language since the earliest period of its attestation, these same very verbs are to be seen undergoing new processes that exhibit a remarkable resemblance with those that Jacob Grimm hypothesised for the original Germanic preterite-presents. I will argue that the comparable nature of these developments speak to a more commonplace and predictable series of changes, one that uniquely affects verbs with modal predilections like those of the preterite-presents as they existed in both Common Germanic and later English. This work is still ongoing, but it is hoped that devising a more up to date grammaticalization framework will eventually serve to fully explicate just how the preterite to present process operates.

Zafeer Hussain Kiani
University of Azad Jammu and Kashmir, Pakistan (Oral presentation)

Syllabification of English Complex Codas by Kashmiri Speakers: An Acoustic Analysis

The Bollywood movie Haider represents unusual pronunciation of five English words (chance, ambulance, appendix, loved, acts) by Kashmiri Speakers. They appear to be adding a vowel in the consonant cluster at coda. This study aims to analyze the syllabication of complex codas by Kashmiri speakers in order to verify the unusual representation in the said movie. For this purpose, ten Kashmiri speakers – the immigrants from Jammu & Kashmir – were given a list of five sentences, each containing one of these five words, to pronounce. Each speaker pronounced every sentence three times and thus fifteen sentences were obtained from each speaker. The speakers were recorded by means of Praat software in noiseless environment. The mean values of the frequencies and duration of the sounds (i.e. sounds occurring at coda position of the target words) were drawn and analyzed using Praat software. The results show that: a) pronouncing a word with a complex coda is a phonotactic constraint for Kashmiri speaking people, b) Kashmiri
speakers insert a vowel between the last two consonants of the complex coda, d) the acoustic analysis of the inserted vowel shows that it is mid central vowel /ә/. Thus, the study validates the representation of unusual pronunciation of complex codas by Kashmiri speakers in Haider.

Yingjie Lan, University of Cambridge (Oral presentation)

Rejecting Optional Wh-movement in Colloquial Singapore English

I. Overview and Goals

This study investigates wh-questions in Colloquial Singapore English (CSE), a creole language spoken in Singapore. CSE permits wh-fronting, both to the clause-initial position of an embedded clause and to the clause-initial position of the matrix clause, as shown in (1).

(1) Taken from Sato (2013)
   a. What you think [CP Mary can win], ah? (Full movement)
   b. You think [CP what Mary can win], ah? (Partial movement)
   c. You think [CP Mary can win what], ah? (In situ)

Such fronting has been claimed to be wh-movement by numerous linguists (Sato, 2013). Since CSE has been described to be a wh-in situ language, this implies that CSE therefore has optional wh-movement. Using Superiority Effects, I test to see if CSE has wh-movement and conclude that it does not. I then go on to propose a cleft explanation based on É. Kiss' (1998) work on IdentF constructions that was later extended into Mandarin by Cheung (2014).

II. Evidence
If we take (2a) to be the base sentence, and (2b) to be the multiple wh-word version of it, we can proceed to try variations of wh-movement as seen in (2c) and (2d). In wh-movement languages such as English, we should expect (2c) and (2d) to be ungrammatical. While (2c) seems to be dubious, we instead get a very clear result of grammaticality in (2d), suggesting that CSE does not have wh-movement.

What then remains is to explain the structure of sentences such as (1a) and (1b). I argue that the underlying structure of wh-fronted sentences instead is that of a cleft sentence, such as those given in (3):

(3)

a. Charles eat durian in Geylang yesterday.
b. It is Who that eat what where yesterday ah?
c. It is What that who eat what where yesterday ah?
d. It is Where that who eat what yesterday ah?

Since it is possible (and even preferred!) in CSE to drop the pronoun and the copula where possible, what remains is the wh-word, which gives the appearance of wh-fronting. This analysis is supported by the data in (4).

(4)

a. Charles eat durian in Geylang yesterday.
b. Q: (Is) where Charles eat durian yesterday ah?  
   A: (Is) in Geylang lor.
c. Q: (*Is) Charles eat durian where yesterday ah?  
   A: In Geylang lor.
We see that the copula is can be inserted in (4b) when wh-fronting occurs, but this is ungrammatical in (4c) when the wh-word where stays in-situ.

III. Theoretical Implications

The results have a major implication, which is to cast doubt onto the claim that languages exhibit optional wh-movement (at least, for the case of CSE). This would undermine the basic chain of reasoning for several other papers which trace the contact linguistic history of CSE, which utilize this property to claim influence from Malay. Finally, it raises the possibility that IdentF constructions are perhaps more commonly found than previously thought, especially in languages that allow far more elision.

IV. References


Jennifer Mattschey, University of Aberdeen (Oral Presentation)

The Bilingual Stereotype: Are bilinguals the smarter people?

Bilinguals were repeatedly found to perform tasks that require inhibition of attention more effectively than monolinguals (Bialystok, 2015). The underlying assumption is that both languages are simultaneously active in bilinguals, requiring inhibition of the language that is not being spoken at any given time (Green, 1998; Hilchey & Klein, 2011). Their practice in directing attention successfully appears to translate to other cognitive domains, such as visual attention (Bialystok, 2015). This effect has become known as the bilingual advantage in executive functioning. Media reports on this research often state that bilinguals – or their brains – are “smarter” than their
monolingual peers (e.g. Bhattacharjee, 2012; Vince, 2016). Recent research called into question whether the executive functioning advantage bilinguals appear to enjoy is really caused by languages competing for representation, or whether it is caused and/or enhanced by other factors (de Bruin, Treccani, & Della Salla, 2015; Paap, Johnson, & Sawi, 2015). These include the paradigms and analysis methods used in studies but also brought up the question whether media reports have led to a self-fulfilling prophecy: Do bilinguals perform better because they expect to perform better? And is there such a thing as a bilingual stereotype?

Using a paradigm that has reliably found a bilingual advantage in executive functioning, we tested 113 students for a priming study. Participants were split into three groups: one was told that monolinguals usually perform better on this task, one was told that bilinguals perform better, and a third, neutral group read about the worth of participating in psychological experiments. After the experiment, all participants were asked if they had ever heard that bilingual are smarter, monolinguals are smarter, or if they were aware of an executive functioning advantage of either group. The majority (64%) of students had seen bilinguals being described as smarter and almost half (45%) had heard of a bilingual advantage in executive functioning. No difference between bilinguals and monolinguals or between priming conditions were found. Thus, while the image of smarter bilinguals is often promoted by the media, it is unlikely to affect task performance. This answers one of many important questions raised by research questioning the extent and source of the bilingual advantage.

References:

Veronika Volná, Charles University (Prague, Czech Republic)

Forensic Analysis of Anonymization Strategies in English

The objective of this paper is to identify those specific aspects of written style which native speakers of English modify when attempting to anonymize their texts. The conclusions are based on the analysis of 20 texts by 10 participants, all of whom are native speakers of English. Two texts dealing with the same topic were produced by each participant; one was written as an official letter of complaint, and the other was written as an anonymous letter. The bulk of the results are grounded on a qualitative stylistic analysis of the individual texts, with a brief survey of quantitative methods. The purpose of the introductory chapter is to familiarize the reader with the subject of forensic authorship analysis, provide a brief summary of the current state of research, and introduce a series of empirical studies. The practical part of the paper presents the qualitative stylistic analysis, provides a shorter summary of the quantitative analysis, and finally ventures to draw meaningful conclusions from the results. The results show that the majority of participants manipulated with the style/register of the texts and with the specific lexical choices, whereas none of the ten authors made alterations to spelling and only two authors chose to change the
punctuation in their anonymous texts. In conclusion, factors such as author variables and sample size are discussed in connection with the results.

Key sources:


Dawn Leslie, University of Aberdeen (Oral Presentation)

Perceptions of North East Scottish Speech

Perceptual dialectology is interested in how everyday speakers – or, ‘non-linguists’ – perceive language variation. The work of Dennis Preston in North America, and the continuing adoption and adaptation of his approach by several linguists over the last thirty years, has established a baseline methodological approach through which we can explore the shared language attitudes of speakers, their knowledge and understanding of regional distribution, and the significance of ‘folk perceptions’ in shaping language variation and change (Preston, 1999). Preston’s five-point method for data collection requires respondents to draw perceptual maps of where they believe
regional speech zones to exist, rank regions according to degree of difference and qualities such
as ‘correctness’ and ‘pleasantness,’ and identify regions from instances of recorded speech. Open
ended conversations are also used to gather qualitative data (Preston, 1999: xxxiv).

Recent application of this methodology to language situations in the U.K. has been limited mostly
to the work of Montgomery (2012) and Pearce (2009), focusing exclusively on Northern England.
Application of Preston’s methodology to Scottish dialect areas has proven even scarcer and, to
date, there is no significant body of work dedicated to the topic. This study will use a modified
version of Preston’s framework to examine the linguistic situation in the North East of Scotland.
The focus of this study is two-pronged, taking into account intra-regional perceptions of North
East speech, as well as evaluations from the perspective of an ‘outsider’ group, situated in the
Scottish Central Belt. The study aims to address the following research questions:

- Where does the perceived border for the North East ‘Doric’ dialect lie?
- What intra-regional divisions exist in the minds of local speakers?
- What are the current perceptual markers of North East speech?
- Is the ‘Doric’ label still culturally salient? (both in the North East and further afield)
- How do perceptions and evaluations relate to matters of local identity and the wider role
  of the region in Scotland as a whole?

By involving speakers from both the North East and elsewhere in Scotland, the study aims to add
to existing knowledge of how those in the North East perceive the Doric dialect, as well as gather
new information on its status in more distant parts of the country.


Investigating Second Language English Teachers’ Reading Instruction and Their Attitudes Towards Teaching English Reading in a Fifth and Seventh Grade Libyan Setting

The role of English as an international lingua franca has been clearly highlighted in the literature (Mauranen, & Ranta, 2010). Nowadays, many schools around the world teach English as a foreign language to young children. In these settings, significant emphasis is often placed on the teaching of reading. In fact, reading instruction is regarded as a vital aspect of any foreign language programme. However, many children struggle with the reading process due to the poor techniques used by their teachers in the classroom (Pearson, 2009). Teachers who realise that their learners are struggling in the reading process should be willing to encourage learners to use strategies which develop and improve their reading ability (Ness, 2011). Teachers’ attitudes towards teaching reading are crucial in determining the success of any teaching programme. In fact, it is claimed that those teachers who have a positive attitude towards teaching reading can help their struggling and poor readers improve relatively quickly (Vaughn, 1977).

This study examines these attitudes and practices in the teaching of reading English within the specific context of Libya. Research on the teaching of English reading in Libya is limited. This study therefore fills a gap in the literature and enhances our understanding of the role of teachers’ attitudes in promoting literacy in English. The aims are two-fold: (1) to identify the frequency of techniques of teaching reading and teachers’ encouragement of a range of reading strategies in fifth and seventh grade Libyan settings, and (2) to explore teachers’ attitudes towards their teaching of reading.

A mixed methods non-experimental research design is used combining a questionnaire, systematic observations and stimulated recall interviews. This poster presents data from the systematic observation of teaching practice collected from 34 teachers in grades 5 and 7. The
observations are compared across grades in order to identify similarities and differences in the teaching of reading in English at different ages.

The systematic observation checklist showed that in English classes, teachers spent less time teaching reading and encouraging the use of reading strategies than they did teaching things other than reading. Interestingly, there was no statistically significant difference across grades. The findings further suggested that the development of foreign language sound/spelling links (through systematic phonics instruction) was absent and that the teachers preferred to teach reading through alphabetic knowledge decoding skills. Such findings have practical applications in that they can inform the teachers’ practice in Libyan classrooms.

References


Sedek Mohamed Gohar and Mubarak Meshi AlAhbabi, United Arab Emirates University (Oral Presentation)

Negotiating Linguistic and Cultural Difficulties Encountered by UAE University Students in Interpreting American Fiction and Movies

While lexical problems are integral to L2 acquisition and learning, language studies prioritize phonological and syntactical areas of research giving less attention to lexical paradigms. Nevertheless, lexical errors are disruptive and handicapping on the part of EFL/ESL learners simply became it is in the choice of words that effective communication is hindered on a large scale. Further, lexical research focuses on the paradigmatic relations of lexical items (the
relations among a set of lexical items - within the same class - which can be replaced by one another in specific grammatical / lexical contexts) and gives less attention to the syntagmatic aspects of lexis (the ability of items to co-occur, known as collocation). In this context, our paper examines the difficulties encountered by UAEU Emirati students in comprehending Modern American literary texts due to semantic and trans-cultural ambiguities deployed in the target texts. The paper identifies several types of culturally loaded vocabulary embedded in American slang and popular culture proliferated on a wide scale in selected contemporary American fictional and dramatic texts. Due to their lack of cross-cultural and collocational knowledge, EFL students, in the UAE university confront major obstacles in analyzing and understanding texts loaded with culturally determined vocabulary such as racial or military slang in American fiction and movies. Since most of the American slang and idiomatic expressions in literary texts are language and culture specific elements with no equivalence in TL, most of the EFL students in the UAEU fail to understand them. Through inappropriate inter-lingual transfers, they reach perplexing conclusions formulating misconceptions about English language and culture.

Rachel Chimbwete Phiri, University of Warwick (Oral Presentation)

(Co)-constructing women's agency in the management of HIV/AIDS in antenatal group talks.

The paper examines the extent to which clients and health professionals in antenatal clinics in a rural hospital in Malawi co-construct women’s agency in the fight against HIV/AIDS during group counselling talks. In the Malawi’s context there are socio-cultural issues that disadvantage women, for instance low level of education, lack of women’s independence in decision making, and health risky customs which contribute to the retardation in progress for HIV/AIDS programmes and present challenges in achieving effective communication in the area of HIV/AIDS. However, the extent to which such practices pose challenges cannot be concluded
without understanding the discursive practices of health care in Malawi and the role of female clients in the production of meaningful practices.

In order to assess the extent to which clients’ involvement in the sharing of knowledge about HIV/AIDS prevention and treatment is actually taking place, this study analyses audio-recordings of authentic antenatal group talks involving health practitioners and pregnant women in a local community hospital in Malawi. This ethnographically informed study employs a discourse analytical approach to explore the HIV/AIDS discourses that exist in this context.

Findings demonstrate that although the health professionals explicitly recognise the pregnant women as co-leaders in the fight and management of HIV/AIDS and employ co-constructive strategies in their discourse, these tendencies are counter-balanced by their use of strategies which discourage participation and which can potentially silence the women. On the one hand, the health professionals use a range of discourse strategies to actively co-construct the women's agency in the reproduction of knowledge about HIV/AIDS and their ability to act, but on the other hand, they also sometimes draw on strategies that complicate or prevent such co-construction of agency. The implications of these observations for actual practice are also critically discussed.

Key words: co-construction, discourse, agency, knowledge, and pregnant women

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Mona Syrbe, Trinity College Dublin, Ireland (Oral Presentation)


The global use of English has been acknowledged widely and its implications for the way English is taught have been discussed for decades. While the need for a more global focus in the English language classroom has been advocated extensively, research has not adequately addressed the question of how these changes can be implemented efficiently and discussions have
remained largely theoretical. This paper addresses the issue of teaching English in a country in which the language is used and taught as a foreign language, using Germany as an example. Specifically, this research examines traditional German classrooms by analyzing three English language-teaching books used widely throughout the country in order to understand the episteme currently underlying English language teaching. Books are the cornerstone of classroom teaching and thus offer genuine insight into the English language classroom. Through content analysis, this study applied an adapted research framework representing a Global Engishes approach to English language teaching, focusing on ownership, users, models, target interlocutors. The analysis finds an over-reliance on UK models cultures and English speakers, and a significant underrepresentation of the variety of English, especially with regards to its use as a lingua franca. The researcher argues that in order to prepare students for their future use of English within the multilingual European community, the language needs to be positioned as a global language in the material used in classrooms. So, this research sheds light on specific shortcomings in contemporary English language education in regards to preparing students for their future use of English as a lingua franca by identifying misrepresentations of the language within central textbooks.

Fiona Houston, University of Aberdeen (Oral Presentation)

“Seducers of the People”: mapping the linguistic shift

Over the last century society has developed and mutated, bringing with it a social linguistic shift. The term ‘propaganda’, for example, carries an altered connotation today than it did at the beginning of the Twentieth Century. For instance, whilst the “demonic implications” of the word ‘propaganda’ may have been less pronounced in an Edwardian lexicon, modern critics continually persist in accusing those who wrote for official agencies during the First World War (for example)

1 Jacques Ellul, Propaganda: The Formation of Men’s Attitudes, p.118
of crimes against truth and tenacity; they remove writers from their context and apply modern understanding to a historic act.

The presentation focuses on a particular area of my research which examines the semantic development of the term ‘propaganda’ using a corpus-based method to analyse definitions found in Oxford English Dictionaries. I will demonstrate the shift in the term’s connotation over the last century and attempt to provide social reasons to explain these shifts. The data is collected from archive editions of the dictionaries found at Oxford University Press and will be compared alongside critical theories on propaganda spanning the Twentieth and Twenty-first Centuries. The presentation will demonstrate my method of data collection using the Antconc database software, and explore the results produced through the software’s collocates and word list tools, allowing me to map the distortion of the term’s meaning over time.

Géraldine Bengsch, University of York (Oral Presentation)

**Interactional rapport building mechanisms in international settings: an investigation into communication sequences at the hotel front desk**

The world is becoming increasingly interconnected, creating implications for investigations in global communicative settings (Blommaert, 2010). Here, hotels provide an interesting environment for research related to global communication and questions of interactional practices. A hotel has been described as a naturally occurring “laboratory” for interaction research (Cohen, 1979). Investigating conversations between hotel receptionists and their guests is used in this project to demonstrate how interdisciplinary approaches can further knowledge in a globalised world order. Politeness, or “courtesy,” as much as rapport building is integral to the business operation in hotels (Buttle, 1996). However, it is seldom addressed independently in studies in tourism or hospitality.
The social sciences have a long standing tradition in addressing talk in various settings, including asymmetrical interactions like service encounters (Drew and Heritage, 1992). Conversation Analysis (CA) provides a framework in this study to uncover "hunches" (e.g. Blue & Harun, 2003) in the hospitality literature and back them with empirical evidence. Ethnographic insights provide additional evidence for how the interactions are anchored in the social reality.

For this study, 10 hours of naturally occurring conversations between receptionists and guests were collected from four hotels in three European countries (England, Germany, Spain). Unlike common practice in the tourism industry suggests, a top down approach to communication (see Solnet, 2007) cannot account for the subtleties of rapport managing mechanisms between them. Interactional patterns found in the corpus appear to be robust and represent how both receptionist and guest orient to mutual preferences of structures in talk over the course of the encounter. The data proposes that what constitutes an effective and efficient encounter is specific to arrival, stay and departure interactions.

References


Second language (L2) learners usually pass through a number of stages in their learning of pronunciation. The first of them is known as the pre-systemic stage in which learners are concerned with the sounds in individual words; however, no overall pattern is required. The next is transfer; at this stage the learners begin to treat the sounds of the second language systematically as if they are equivalent to those of the first language. The last stage is the approximating stage, concerned with that point where the second language learners come to understand that their native language sounds are inadequate; as a result they start attempting to restructure the sounds of the second language in a new system (Cook 2001). The significance attributed to cross-linguistic influence (the carry-over of linguistic patterns from the mother tongue L1 to the second/foreign language L2) has long been seen by researchers from different angles in the field of Applied Linguistics, second language acquisition research and language teaching (Ellis 1994, Odlin 1989). Irrespective of the myriad of transfer studies that have been conducted over the past four decades, there still remains a surprising level of confusion and uncertainty in the field concerning the time, the place, the pattern and the extent of the manifestation of first language in the second language learners’ use of the target language (Jarvis 2000). One of the scholars that have probably carried out more research on similarity than any other field of study is Flege (Edwards and Zampini 2008). His work on “equivalence classification” is at the heart of
his Speech Learning Model. In his assertion, those sounds that are equivalent or similar to each other are very cumbersome to learn because the second language learner usually perceives them as equivalent to sounds in the second language. On the other hand, those sounds that are dissimilar or different are acquired easily since salient differences exist among them (Flege 1992, 1995). However, some scholars hold a contrary opinion to that of Flege. This paper will explore the similarity differential controversy in relation to L1 influence on L2 acquisition of phonology in a multilingual environment (Example, Nigeria). It will consider the views of people from different linguistic backgrounds, concerning what language situations will likely lead to transfer in the learning of a second language.

Massimiliano Canzi, University of York (Oral Presentation)

A study on the variation of fundamental frequency, formant values, speaking rate and vowel length in soft, neutral and loud speech in standard Italian

The current study focuses on the variation of several acoustic parameters, including mean F0, formant values, speaking rate and vowel phonation time in soft, neutral and loud speech in standard Italian. The two main hypotheses of this study state that some degree of within-speaker variation is present for the acoustic parameters included in the study and that, especially for formant values, variation can still be found when comparing different voices (between-speaker) by means of formant frequencies. The aim is to prove that, however significant within-speaker variation can be, it is still possible to tell formant values of different voices apart and deduct, with a high level of certainty, that different voices actually belong to different speakers. Eight participants were involved in the experiment and tasks included reading a word list of 56 items and a sentence list. Results of linear mixed model regressions show that there is a noticeable increase for mean F0, its standard deviation and F2 from neutral to loud speech only. F1, besides showing variation between neutral and loud speech, also shows significant variation between soft
and neutral speech modes. Speaking rate, measured in syllables per second, decreases around 10% from neutral to loud speech but it does not show a particular trend of variation between soft and neutral speech. Phonation time was found to increase between neutral and loud speech, but it seems to remain unchanged between soft and neutral. In particular, there seems to be a general pattern among all speakers for which vowel phonemes appear to be always the longest in phonation time and those that are, on the other hand, always at the bottom-end of the length scale in all three speech modes. Finally, comparing the means of the first two formant values of different speakers provided a high degree of between-speaker standard deviation in all three speech modes, proving that voice-comparison by means of formant values remains a viable option independently of within-speaker variation.

Maja Gwozdz, University of Cambridge

A corpus-based study of multiword expressions in literal and nonliteral contexts

The presentation addresses the common computational challenges posed by multiword expressions. For the purposes of this study, I crudely assume that a "multiword expression (MWE) is an expression for which the syntactic or semantic properties of the whole expression cannot be derived from its parts" (Villavicencio et al., 2005: 365). More specifically, the paper investigates the characteristics of contexts in which MWEs are deployed either as literal or non-literal expressions. For instance, in appropriate situations it is perfectly reasonable to use the expression kick the bucket in a literal way. As a linguistic phenomenon, MWEs have already received considerable attention (see Green et al., 2013) in the field of natural language processing (NLP). More importantly, the state-of-the-art computational methods have not been applied solely to English but to a range of typologically diverse languages (including the so-called morphologically rich languages; cf. Daoud et al., 2015). Although there seems to be general consensus on the fact that MWEs, owing to their complexity, ought to be stored as separate entries in the lexicon...
for parsing purposes (Al-Haj and Wintner 2010), this approach proves ineffective in contexts which trigger a fully compositional (i.e., literal) reading of a given MWE. Several computational attempts have already been made to account for the context-dependent interpretations of MWEs (cf. Fritzinger et al., 2010). However, it appears that statistical methods alone do not yield satisfactory results. In order to improve our understanding of the context-dependent interpretations of MWEs, I propose to investigate discourse features of contexts in which MWEs occur. By discourse features I understand a set of recurring linguistic phenomena, such as particular phrases accompanying MWEs or keywords triggering the intended non-literal or literal interpretation. If certain regularities are found, they could then be used to improve the accuracy of existing statistical methods. In this preliminary study, I intend to explore the distribution of the most frequent English idioms (according to The Cobuild Dictionary of Idioms, Sinclair, 1995) in the large enTenTen corpus (provided by Sketch Engine). The careful examination of all contexts will show whether or not there do exist discourse features salient enough to be deemed relevant for parsing purposes. In the presentation, I will also briefly discuss the issue of distinguishing between literal and non-literal uses of MWEs expressions in spoken language and how the above procedure can be applied to future research on speech recognition.

References


Ming Ni, University of Stirling (Oral Presentation)

Interviews Conducted in Chinese and English: A Small-Scale Case Study at a UK University

The opinions on whether there are differences between interviews conducted in different languages vary: while some concluded that no differences were distinguished in their research (e.g. Thomson & Hoffman-Goetz 2010), some did find differences in terms of measurement properties (e.g. Tran & Williams 1994) as well as attitudes (e.g. Malgady & Costantino 1998). As for me, I am interested in the differences between interviews conducted in Chinese and in English. In my Master’s research, four in-depth one-to-one interviews were carried out with Chinese MSc TESOL students at a UK university, where questions regarding their expectations and experiences have been asked. Specifically, two of the interviews were conducted in Chinese (the mother tongue for both the interviewees and the interviewer) and two in English (a second language), which enables me to experiment the different effects of two interview languages.

In this presentation, using data from the interviews, I will report on the differences between as well as the advantages and disadvantages of using the participants’ first language and second language in conducting interviews. Due to the fact that it was a small-scale research with only 4 respondents, I was not able to draw to the conclusion that whether or not there was significant difference between interviews conducted in Chinese and English. However, what is interesting to notice is how differently the respondents reacted towards the same interview question, the examples of which I will expand more in the conference. In addition, I will also talk about the benefits and drawbacks of conducting interviews in Chinese, both of which are quite obvious in
this study. And my own reflection on these interviews and the choice of interview language(s) will be given in the end.

Reference


Sara Vilar Lluch, University of East Anglia (Oral Presentation)

ADHD DEFINING DISCOURSE. AN APPROACH TO THE DSM-V FROM A CRITICAL DISCOURSE ANALYSIS PERSPECTIVE

This research analyses how psychiatric institutional discourse shapes Attention Deficit/Hyperactive Disorder (ADHD) in order to understand how this discourse (1) has an active role in modelling a canonical representation of the illness, and (2) contributes to the social formation of an identity for the diagnosed individuals. Attention is paid to any evidence of stigmatization in the data. The investigation is performed through a qualitative data-driven critical discourse analysis (CDA) of the ADHD chapter of the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-V) (APA: 2013). The data analysed sums a total of 2622 words. DSM-V was selected as source of data for its international authority and application (Horwitz, 2011; Horwitz & Wakefield, 2006). Halliday and Matthiessen (2004) Systemic Functional Linguistics (SFL) is adopted as methodological framework, complemented by Jeffries (2010) text-based analytical toolkit, grounded in SFL. The analysis is mainly focused in the study of the analytical metafunction and is developed in three analytical axes or complementary studies, each one articulated around one of the major participants in the diagnostic process: (A) ADHD, (B) the
patient, (C) the clinician. ADHD is taken into consideration as object of discourse, the study does not intend to question the ontology of ADHD nor to undervalue the psychiatric discourse. Discourse is understood in the Foucauldian terms, as the socially constructed representation of reality, legitimized and spread through the institutions, that defines what can be known and the different possible positions subjects can occupy (Foucault, 1969:73), adopted in CDA tradition by Fairclough (1989). The results show that the prototypical ADHD target is identified with a querulous elementary school-aged white boy. ADHD is defined by its symptoms and established as perilous in virtue of its associated consequences. Insufficient attention and excessive movement or talk are graded according to standards ultimately founded on social desirability. DSM-V not only provides the orthodox description of all categorized mental disorders, it also establishes the standards all individuals have to meet to be sane.

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Jorge Farias Jr, University College London (Oral Presentation)

Performance and Self-evidence Awareness of the Brazilian Popular Culture in London

This work endeavors to study the verbal art of the ritual of Umbanda, derived from Brazil and settled in the city of London/UK by Brazilian immigrants. Umbanda is a Brazilian religion derived
from Candomblé, religion which came from Africa. Also Umbanda performs rituals in which it is possible to observe the Brazilian social identity related to popular culture. I assume the theoretical perspective of Hymes (1975), Du Bois (1986) and, especially, Bauman and Sherzer (1974) and Bauman (1977) which conceive the verbal art as a manifestation that presents an integrative vision of the tradition and makes use of the language in a special form, privileging its aesthetic, social, and cultural dimensions. Moreover, this theoretical perspective focuses attention on social interaction and the kinds of communicative competence that conceives the concept of performance that I assume here. Although Umbanda is not only considered as popular culture, it has always been related to popular culture in Brazil. To develop this research, I found it necessary to make ethnographic inquiries in London, especially in the temples of Umbanda where Brazilian immigrants established this religion in order to keep alive their social identities. Thus, I propose that Umbanda constitutes itself, being influenced in its ritualistic performances by elements and rhythms of popular culture of Brazil where it was originated, as a locus in which performers can interpret/translate the social and cultural context of the Brazilian immigrants settled in London with authority and self-evidence awareness in their performances. From this, it is possible to affirm that the “aesthetic and social dimension of a part of the life” of the Brazilian immigrants can be observed in/through the performances mobilized.

Keywords: Language; Performance; Popular Culture; Self-evidence Awareness; Verbal Art.

David Selfe, University of Glasgow (Poster Presentation)

“Such Editorial Liberties”: The Textual Afterlives of Thomas the Rhymer

The story of Thomas the Rhymer was first evidenced in the Romantic manuscripts of the late 15th and early 16th Centuries but would vanish from text for over two hundred years before finally re-emerging in the copied ballads of Anna Gordon (aka Mrs Brown) at the start of the 19th Century. Reproduced by antiquarian restorationists, Victorian storytellers and contemporary revivalists, the
narrative of Thomas the Rhymer has had many afterlives, each of which’s lexis, orthography, punctuation, grammar, structure and paratext has been variably, and functionally, altered. “Every aspect of the physical manifestation of a text,” states Jeremy Smith, “is a vector of meaning, and that, as texts move through time, these meanings change” (2016). Whilst the burgeoning field of historical pragmatics has hitherto been preoccupied with quantitative analyses of corpora, particularly ‘polite discourse’, the study of textual afterlives pursues the more qualitative avenue of ‘traces’: with each incarnation of a text there is an evolving, dynamic heritage, richer and more textured with each transmission. The “fact that one hand was the first” notes Cerquiglini, “is sometimes, undoubtedly, less significant than this constant rewriting of a work which belongs to whoever recasts it and gives it a new form” (1989: 57). Thus the question emerges: as a text moves through time, to what extent does its reception in later discourses, and inevitable emendations, reflect the socio-cultural landscape in which those receptions are produced?

This paper explores an important, microcosmic exemplar of the textual afterlives of Thomas the Rhymer: the reception of Anna Gordon’s ballad *Thomas Rhymer, and Queen of Elfland* (1802) by Walter Scott in his reproduction, *Thomas the Rhymer* (1803), and argues how the diachronic traces – lexical, grammatical and structural – within each author’s text can be contextualised to reflect changing socio-cultural functions of language e.g. Scott’s introduction of the apologetic apostrophe throughout his transmission of the ballad, and its relationship to the development of literacy across Scotland and the impact on traditional oral culture. Ultimately, the fundamental intention of this paper is to demonstrate that the study of textual afterlives represents a valuable ingress into the historical development and function of literacy and, more broadly, literary culture in Scotland.

References

Despite the fact that its data were collected more than 50 years ago, the *Survey of English Dialects* (SED) (Orton et al. 1962-71) remains the most recent nationwide study of English dialects. More recently, the *English Dialects* app (Leemann et al. 2016) was launched to gather new countrywide dialect data similar to the SED. Since its launch in January 2016, the *English Dialects* app has been highly successful: so far it has been downloaded more than 70’000 times, and more than 30’000 people from 4’000 locations around the UK have provided information on their pronunciation and use of certain words and colloquialisms. Moreover, users could also record themselves reading a story, which allows a more detailed linguistic analysis.

This very broad corpus, in both geographic and social terms, is suitable for the study of dialect diffusion. Here, using data gathered in the app, I analyse the spread of non-rhoticity into South West of England, focusing on the area between Swindon and Bristol in the corridor. A subcorpus of more than 900 speakers with various socio-economic backgrounds was used in order to examine what variables (gender, age, mobility, education) influence the adoption of this feature. In addition, two geographical classifications were added, which will both shed light on how dialect diffusion is sensitive to the social characteristics of the different places studied. The analysis of 52 recordings further shows which linguistic environments are most likely to be affected by dialect diffusion and which ones are most likely to retain the traditional variant.
Generally, the findings suggest that there is a strong interplay between educational factors the urban status of a location and the acquisition of non-rhoticity. This pattern, I will argue, is a result of the predominant internal migration pathway away from the city into the green and pleasant countryside.

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https://play.google.com/store/apps/details?id=ch.uk_regional

Yang, He, University of Aberdeen (Oral Presentation)

**The Effects of Motivation on the Development of Pragmatic Awareness in an EFL Context**

SLA studies on the development of pragmatic awareness have primarily illuminated the impact of proficiency and learning contexts, whereas motivation has largely escaped scrutiny in interlanguage pragmatic research (Kasper & Rose 2002). Thus, this paper is a response to the need for such studies. The purpose of this study is to examine the influence of motivation on the development of L2 pragmatic awareness using Dörnyei’s (2009) L2 Motivational Self System as the main theoretical framework. The study was designed using a mixed methods approach, with a primary quantitative research instrument being supported by secondary qualitative data. Motivation was measured by a questionnaire adapted from Dörnyei’s Motivational Questionnaire (Dörnyei, 2013), and L2 pragmatic awareness data were collected through an Appropriateness Judgement Task (AJT) (Schauer 2009 & Ren 2015) and semi-structured interviews. Correlation analyses revealed that motivation was positively correlated with the performance of L2 pragmatic awareness. Moreover, findings supported Takahashi’s (2005) claims that learners’ intrinsic motivation was closely related to their pragmatic awareness. The qualitative findings showed that
the learners’ limited L2 metapragmatic knowledge and lack of L2 use opportunity would hinder their L2 pragmatic awareness development.

Reference


Tanchanok Prombut, University of Aberdeen

Research Methods in Sociolinguistic Study: Politeness Focus

It is important to note that every research has its own objective, which resulted in different way of collecting the data. Similarly to research in sociolinguistics, in choosing among various types of data collection methods, the objectives of the study is crucial in deciding which research methodology is appropriate. This study reviews the current sociolinguistic approaches to collect the data in cross cultural and intercultural speech acts. Specifically the main focus of the study is to explore the methodology, which used in collecting the natural occurring speech event. There are various methods of data collections, for instance: a) discourse completion tasks (DCT) and questionnaires, b) role plays, and c) natural data collection. Jucker (2009) summarise three methodological frameworks: ‘armchair’, ‘field’, and ‘laboratory’ that employed in speech act research. The advantages and disadvantages of each methodology then will be explained.
For several decades, efforts towards indigenous language promotion in Nigeria have concentrated only on the majority languages in the country: Yoruba, Hausa and Igbo. The problem being investigated in this study is clear: promoting the teaching and learning of only the major languages in Nigeria threatens minority ones, make them endangered languages and deprives Nigeria of their meaningful inputs in national development. The study is significant in the sense that promoting indigenous languages in formal education will culminate into widespread bilingualism and its accruing implications on nation-building. To achieve the objectives of this study, fifty copies of questionnaire were administered to respondents who are speakers of major and minority languages in Nigeria. This instrument contains questions which capture the functional potency of minority languages in different domains of national life. Responses were critically interpreted in line with the goals of the study. The theoretical framework of the paper is Stewart’s Theory of language classification cited in Sotiloye (1992). This theory classifies languages in a multilingual context using certain attributes: standardization, autonomy, historicity and vitality. Hinging particularly on the notion of “vitality” on Stewart’s Theory, this paper contends for a repositioning of minority languages in Nigeria by entrenching them in formal education at primary and secondary school levels, so that like the major languages, they can also be examined in the two Ordinary Level Examinations in the country conducted by West African Examinations Council (WAEC) and National Examinations Council (NECO). The findings of this study are: minority Nigerian languages have significant roles to play in nation-building due to their developmental potentials in education, science, technology, media, religion, medicine, etc.

Keywords: Minority Nigerian languages, majority Nigerian languages, language teaching, language learning, nation-building

POSTER PRESENTATIONS

Sami Almalki, Exeter University (Poster Presentation)
Using Blogging to Improve EFL College Students’ Writing Skills: A study on the Preparatory Year Programme (PYP) Taif University

The goal of this study is to investigate the content of preparatory year programme (PYP) students’ blog entries, and to track the improvement of their writing once they have spent over sixteen weeks blogging in English. A further aim is to gauge their perspective of implementing blogging as an aid to learning English as a foreign language in Taif university, Saudi Arabia. In this investigation, two groups of preparatory year programme (PYP) at Taif University. Control group and experimental group. Experimental group students studying in Taif University will be selected to take part in a blogging programme lasting for sixteen weeks (four months). During this time, students will create a blog account where they will write about the things they like to share with their peers, such as social commentary, daily activities, sport, fashion etc. The perspective of these students will also be assessed to determine and how participation in the blogging process has affected their attitudes to learning English as a foreign language. Also, the control group students studying in Taif University will be selected to take part in this study will be instructed by the traditional methods in writing EFL classes. The discoveries of this research have the potential to assist Saudi education policy makers in implementing the best ways to learn English as a foreign language, will provide insights into the potential impact of that a relatively new form of writing, blogging may have on writing development and attitudes to learning particularly within public educational institutions. The conclusions will give educators and educational researchers sufficient information regarding learning a foreign language using blogging in the context of the Middle Eastern or Arab world, as the majority of previous research has been made in American, Western, and East Asian environments.

Abdullah Saad AlAwni, University of Aberdeen (Poster Presentation)

English Loanwords in Saudi Colloquial Arabic
This study is concerned with examining English loanwords in Saudi colloquial Arabic, and the reasons behind the increase of these English loanwords in Saudis' daily speech. This study also focuses on the morphological and phonological changes of these English words when they are loaned to Saudi colloquial Arabic.

To better investigate the problem under discussion, the following four research questions are formulated: (1) how, (2) when, (3) why are English loanwords used in Saudi colloquial Arabic? And (4) do factors like gender, age and education level affect loaning words?

The study targeted a random sample including three hundred Saudi males and females from various jobs, ages and education levels, the same numbers being selected from the five main areas of Saudi Arabia. The researcher in this quantitative study relies on questionnaire as a data collection tool and his personal experience as a Saudi citizen specialized in linguistics to explain the reasons behind the rapid increase of these English loanwords in Saudi daily conversations.

The frequency of the subjects' responses to the questionnaire are numeric in form, presented in tables and graphs and analyzed statistically to help in drawing the conclusions of the study.

The results of the study revealed that people in Saudi Arabia use English loanwords in their speech for many reasons like personal needs which include prestige and showing off, job requirements, study, habit and modernity which means that people who speak English feel more modern than those who do not. Those reasons are affected by factors like gender, age and education level.

Professor Robert McColll Millar
Chair in Linguistics and Scottish Language
Conference Organiser
Abdelmunsef Almansori
PHD Candidate
r01afma@abdn.ac.uk