

Applied Linguistics Postgraduate Research Day

January 2021
Program Schedule

4:00 – 4:05		Opening remarks
Session 1		
4:05- 4:15	Asma Mohammed Alshehri	<i>The Construction of Stance and Authorial Voice in Medical Texts Written by EFL Saudi Students and Professional Scholars: A contrastive study of the use of the appraisal resources.</i>
4:15- 4:25	Reem Alshalan	<i>Applying Systemic Functional Linguistics Text Analysis for English -Arabic Translator Education.</i>
4:25- 4:35	Faten Alarjani	<i>The Interface of Second Language Knowledge, Automatization and Processing: The Acquisition of English Passive Sentences by Saudi L2 Learners.</i>
4:35- 4:45	Nada AlJamal	<i>The Metafunctional Realizations of Language in Research Article Abstracts: An Interdisciplinary Investigation of Variations and Similarities Across the Disciplines of Economics Engineering and Medicine.</i>
Q & A on session 1 papers		
4:45 – 4:55		
Session 2		
4:55- 5:05	Maram Alzeer	<i>Code-switching in a Saudi Hospital; A Sociolinguistic Perspective.</i>
5:05- 5:15	Ahmad Q. Al Darwesh	<i>The subjectivity and objectivity of popular-science writers: An interdisciplinary investigation of dialogism in six soft and hard science books.</i>
5:15- 5:25	Maram Sahmi Alkhanfri	<i>Measuring the Frequencies of Successful Article Use in the Writings of Saudi English Foreign Language Learners at King Saud University.</i>
5:25- 5:35	Eman Alkatheery	<i>Polysemy in Najdi Arabic: Corpus-Based Descriptive Study on the Terms of Body Parts.</i>
5:35- 5:45	Wafa Aljuaythin	<i>A Critical Discourse Analysis of Female Role Assignment in Saudi and American Advertisements.</i>
Q & A on session 2 papers		
5:45- 5:55		

Abstracts

Session 1

**Asma Mohammed
Alshehri**

The current study is informed by Systemic Functional Linguistics which is a functional theory of language that contributes to understanding how interpersonal meaning is constructed. The study employs the framework of appraisal theory developed and extended by Martin and White (2005). The study explores how Saudi EFL undergraduates and professional published writers argue their propositions objectively and at the same time subjectively, and how they commit to maintaining a relation of solidarity with their readers while at the same time arguing for their own research. The qualitative study involved a detailed analysis of the discussion sections of medical academic research texts. The thesis attempts to contribute new understandings of interpersonal meaning in the Saudi EFL undergraduate academic texts and professional writers from the functional perspective of appraisal theory. It also provides explanations of (1) how attitude features of affect, judgment, and appreciation are disseminated across undergraduate Saudi academic texts and professional academic texts published in reputable journals, (2) how different writer voices are constructed through the use of evaluative language by the writers in the data, and (3) the assumptions that undergraduate Saudi EFL writers and professional published writers make about the values and beliefs of their readers. The findings indicated that both sets of texts had high instances of appraisal in the discussion section of the medical texts, 48% and 52% respectively. Thus, language played an important role and was used rhetorically to achieve argumentative goals in the texts under investigation. The analysis also indicated that interpersonal language was highly achieved through resources of engagement. In addition, writers in the medical texts maintained a relationship of solidarity with the putative reader and showed high tolerance of alternative positions. The findings can assist in presenting new directions for the development of literacy in the genre of academic research writing.

Reem Alshalan

The paper explored the effectiveness of Systemic Functional Linguistics (SFL) as a pedagogical tool in translator education. According to Kim (2007), SFL is beneficial in translation education due to its analytic and objective feature which can explain the source text and justify translation choices. This study applied SFL in teaching translators in the College of Languages and Translation at King Saud University where texts are translated from English to Arabic. The study focused on teaching register analysis in terms of ideational, interpersonal, and textual meta-functions through field, tenor and mode following Halliday (2014). Field was analyzed through transitivity, tenor was analyzed through mood and modality, and mode was analyzed through theme and rheme. The participants were divided into a control group and an experimental group. A Pre-test and a post-test were conducted on both groups. The study provided an insight to the perceptions of the participants on using SFL as a process approach to translation through a questionnaire. The research also reflected on the perception of the instructor conducting the study in a journal reflection of the intervention. The results of the participants after the intervention, their perceptions and the reflection of the instructor provided a triangulation approach of the data and showed that the effect of using SFL as a pedagogical tool for English to Arabic translator education was significantly beneficial.

<p>Faten Alarjani</p>	<p>The study will examine the extent to which second language (L2) learners of English in Saudi Arabia demonstrate implicit and explicit knowledge of English passive. It further explores whether explicit knowledge has been automatized as a result of years of explicit instruction and forms focused practice in non-immersed L2 learners. Additionally, this study aims to examine the effect of different types of knowledge on the online processing of difficult syntactic structures such as the English passive, especially that adult L2 learners face difficulty in integrating grammatical knowledge in online processing of L2. Participants will be university-level learners of English (n = 60) enrolled at King Saud University. The participants will be tested by using seven measures of knowledge and processing of English passives. An elicited imitation task and self-paced reading task will be implemented to test the implicit knowledge, timed grammar judgment test and maze tasks will be used to measure automatized explicit knowledge, while an untimed grammar judgment test and a metalinguistic knowledge test will be used to measure non-automatized explicit knowledge. Accuracy and reaction times will be collected during the six tests to measure the interaction between the different types of knowledge and online processing of English passive sentences. The results of this study will hopefully provide an insight into the effect of language knowledge on online processing of syntactic structures. Also, the findings of this study will advance the interface between implicit and explicit issues and provide some answers.</p>
<p>Nada AlJamal</p>	<p>The current study examines a corpus of 360 RA abstracts across three disciplines: economics, engineering (electrical and electronic) and medicine (general and internal), comprising a total of 80,028 words, from twelve highly ranked open access academic journals within the three disciplines published within 2018-2019, aiming to formulate a clear view of the lexico-grammatical features that realize the ideational, interpersonal and textual metafunctions of the RA Abstracts. To answer the research questions, computational linguistics' analysis methods of text mining via the annotation and tagging of the lexico-grammatical features of these RA Abstracts are employed using the Systemic Functional Linguistics (SFL) software UAM Corpus Tool through administering the SFL systems of transitivity, clause complexing, MOOD, appraisal, theme, cohesion and register.</p>

Session 2

Maram Alzeer	<p>The study investigated the use of Arabic-English code-switching in a public hospital from a sociolinguistic perspective. The hospital is in Riyadh, the capital of the Kingdom of Saudi Arabia. The study aimed to describe Arabic-English code-switching (CS) from three sides: contexts, functions, and the attitudes of medical staff the use of CS in the hospital. The medical staff included doctors, nurses, and lab specialists. Data were collected through observations, recordings, interviews, and questionnaires. The qualitative data showed that the medical staff switched codes between Arabic and English in an institutional context and in a cultural context. Code-switching in an institutional context included discourse-related CS and hierarchy-related CS. Discourse-related CS included preferring one code to discuss technical topics, message qualification, other-language repair, and reporting important information. Hierarchy-related CS included strengthening or softening an imposition, socializing and expressing solidarity, and expressing anger or extreme emotions. Code-switching in a cultural context included cross-cultural CS, or assimilating the host culture for purposes of solidarity, and cultural CS, which included preserving the meaning of religious or cultural expression and euphemizing culturally impolite expressions. As for attitudes, most of the staff expressed positive attitudes toward the general use of CS in the hospital. The study also revealed that factors like nationality, social status, and immediate context influenced CS attitudes. The quantitative data supported these findings. The results of the study will contribute to sociolinguistic research by describing the current English status in Riyadh and by providing a fuller understanding of Arabic-English code-switching in Saudi Arabia. This fuller understanding will benefit vocational preparation courses like English for medical purposes and hospital administration.</p>
Ahmad Q. Al Darwesh	<p>Widely assumed among non-specialist readers of science content is the descriptive narration of facts rather the persuasion of accepting certain truths. To develop concrete understanding of this phenomenon, this study investigated the dialogistic resources for the different types of authorial voices in popular-science books, divided into six soft and hard texts. Each text is no more than 2000 words excerpted from its main book. The texts were analyzed using the Engagement Model, a subsystem of the Appraisal Theory developed by Martin and White (2005). The results generally indicate that the authors of popular-science books are committed to propounding their own arguments rather than forming a voice-free discourse that of which the reader perceives. The differences between soft and hard texts cannot be fully attained when examining them as two dissimilar mediums. Instead, they shall be considered as one medium of popularizing science compared with other channels of science popularization. Implications of this study are discussed in detail.</p>
Maram Sahmi Alkhanfri	<p>Articles are the most frequently used words in English. Thus, many foreign language learners encounter difficulty when deciding which article to use. The research to date has tended to focus on second language learners' article errors to identify different kinds of errors and to trace the cause of such errors. This study extended Crompton's study (2011) on the use of articles by second language learners and the role of first language transfer. The purpose of this study was to examine the frequencies of successful article use in the writings of second language learners. The paper hypothesized that the correct use of articles by second language learners can be attributed to first language positive transfer. The study used a corpus of fifteen writing samples to measure the frequencies of correct article use and to identify reasons for their correctness.</p>

<p>Maram Sahmi Alkhanfri</p>	<p>The analysis was followed by semi-structured interviews to determine the extent to which this correct use could be attributed to first language positive transfer. The findings showed high frequencies of successful article use. In addition, the results obtained from the interviews showed that -to some extent- participants positively transferred knowledge from their first language when deciding which article to use.</p>
<p>Eman Alkatheery</p>	<p>The aim of the research is to investigate the polysemy of twelve body parts in Najdi Arabic from the perspective of cognitive linguistics. The researcher extracted the data from an online corpus that contains internet novellas written in the dialects of the Arab Gulf region. She also interviewed five native Najdi Arabic speakers to discuss the meanings of the words in the study. She analyzed the literal and peripheral meanings of the words in the study by using the cognitive devices: conceptual metaphors, conceptual metonymies, image and orientation schemata as the research is based on Conceptual Metaphor Theory (Lakoff & Johnson, 1980). The results of the study showed some disparity in the productivity of the words in the study. yadd ‘hand’ has the highest number of polysemes followed by ra:s ‘head’ and galb ‘heart’. fam ‘mouth’, kabd ‘liver’ and idhin ‘ear’ have the least extended meanings in the study.</p> <p>The researcher investigated the role of the prototypical properties of the twelve words in the study in light of the Prototype theory (Rosch, 1975). In addition, collocates were analyzed in light of cognitive semantics and grammar to investigate the feasibility of compositional polysemy (Iberretxe-Antunano, 1999a). As the study aimed to investigate the universality of polysemes in Najdi Arabic, the researcher compared the extended meanings of the words in Najdi Arabic with other languages and dialects. The results of the study showed that the meanings of words in Najdi Arabic agreed to a large extent with the extended meanings of the words in other languages. According to the embodiment thesis (Lakoff & Johnson, 1980), the convergence of meanings is a result of the similarity of bodily experiences. The conceptual metaphors found in the study proved to be universal as they were found in other languages. However, few instances were specific to Najdi Arabic due to cultural differences.</p>
<p>Wafa Aljuaythin</p>	<p>This study analyzed Saudi and American detergent commercials to explore how they assign roles to women in their respective societies. The analysis employed Fairclough’s three-dimensional model of Critical Discourse Analysis: description, interpretation and explanation. In the first two steps, the analysis relied on linguistic and intertextual tools, such as ideologically contested words, over wording, hyponymy and presupposition. In the last step, the analysis also employed Eagly’s social role theory to further understand the stereotypical female roles and Fairclough’s common-sense ideology to shed light on the reason behind these designated roles. The findings of the study revealed that these commercials relied on a limited number of stereotypical female roles, to appeal to the viewers and conform to conventional societal perceptions. The continuous representations of these typical roles in TV commercials have caused them to become naturalized and regarded as common sense. It follows from this that a deconstruction of such patriarchal ideology should be highly considered.</p>