

## Introduction to the volume

The 10<sup>th</sup> Postgraduate Conference in Linguistics and Language teaching was held at Lancaster University on July 13<sup>th</sup> 2015. It gave postgraduate linguistics students from the UK, Europe and beyond the opportunity to meet, network and share their original research in a wide range of areas of linguistic studies, including psycholinguistics and second language acquisition, language teaching and learning, discourse analysis, corpus linguistics and pragmatics. This volume presents three papers from the conference focusing on conversational analysis, discourse analysis, and psycholinguistics respectively.

In *Code-switching and social identity construction among Arabic-English bilinguals: A stance perspective*, Hanan Omar A Ben Nafa analyses how code-switching is used in the spoken interaction of a small female group of Arabic-English bilingual friends living in the North West of England. Using the construct of stance, the paper explores how the code-switching examples in the conversation reflect the complexity of the speakers' identities and their socio-cultural values.

In *The language of reports in general English language testing: A corpus-based analysis*, Maria Melissourgou investigates written language in reports assessed in English language programmes. As a result of a genre and corpus analysis, the author identifies how words and linguistic patterns are related to the expression of meaning and style. On the basis of her analysis, the author also discusses the implications of the study for teaching and assessment.

Finally, *Executive Function and Language Learning: Differentiating Vocabulary and Morpho-Syntax* by Harriet Stone and Diana Pili-Moss investigates the relationship between the learning of a miniature artificial language (Brocanto2) and a cluster of cognitive abilities (executive function) in a group of 20 young adults. Unlike previous studies, the authors argue for an analysis of linguistic gains differentiating between the learning of vocabulary and the learning of morphosyntax, and show that only gains in vocabulary positively relate to higher executive function performance.

We would like to thank the Department of Linguistics and English Language and Elsevier for their generous support, our invited speakers for their kind participation, and the group of students who volunteered on the day for their hard work. You all importantly contributed to the event's success.

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