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Keynotes

L2 sentence processing: Building structure from words

Holger Hopp (University of Braunschweig)

In this plenary, I explore the relations between lexical representations and syntactic structure in L2 acquisition. Based on a series of experiments on real-time sentence comprehension, I outline (a) how lexical knowledge and access to lexical representations may drive or hamper structure building in L2 sentence processing and (b) how co-activation of the L1 lexicon impacts L2 syntactic processing across different ages and proficiency levels. In conjunction, these findings highlight the importance of understanding the lexical preconditions for constructing L2 grammatical representations. I will consider the implications of lexical representations and processing for grammar learning as well as potential consequences for language teaching.

After 25 years of researching vocabulary: A personal reflection on where vocabulary research needs to go next

Norbert Schmitt (University of Nottingham)

Since Paul Meara’s 1980 paper describing vocabulary as a neglected aspect of language learning, lexical research has boomed. Today vocabulary research and pedagogy is vibrant, but there is still much to do. I have been researching and thinking about vocabulary now for 25 years, and have seen a number of trends unfold. The field has made a number of important advances in our understanding of how vocabulary works, including:

• The rough establishment of vocabulary size targets for doing things in English (but mostly reading)
• A consensus that around 10 exposures for incidental learning
• A better understanding of the vocabulary required for academic and specific purposes
• The use of psycholinguistic measurement techniques

Vocabulary scholars can congratulate themselves on these advances. However, I see there are still many gaps and challenges to address, and this presentation will outline my views of where vocabulary research needs to focus its energies in the near and mid-term future: e.g.:

• Future vocabulary tests need to be validated much more rigorously than they have been in the past
• Word lists can be useful, but some seem to be made without much thought to their need or purpose. Future lists need to be validated in much the same way as tests
• There is still a no overall theory or description of vocabulary acquisition. We need research which throws light on the incremental development of vocabulary knowledge
• The message has reached practitioners that formulaic language is important for language use, but we still do not know the best way to teach it
There are many practical aspects of teaching vocabulary which we need to understand better, e.g. how many repetitions are necessary for explicit instruction, and how to best combine explicit teaching with incidental learning.

**Dividing seas of words: How bilingual input shapes early language acquisition**

Nuria Sebastian-Galles (Centre for Brain and Cognition, Universitat Pompeu Fabra)

Within a few months of life, infants establish the phonological properties of their input language and discover the first words, among other exceptional achievements. Infants exposed to multilingual environments develop specific strategies to achieve the same language development milestones at equivalent pace than infants exposed to just one language. In this presentation I will overview the state of the art in early bilingual development and focus on recent research with multimodal information.

**What corpus-linguistics can contribute to second language acquisition research**

Stefanie Wulff (University of Florida)

There is wide agreement in the second language acquisition research community across all contemporary theoretical foci that second language learning is an inherently complex process: a multitude of language-internal and –external factors jointly characterize the initial state, the developmental route, the speed of advancement, and the ultimate attainment of second language learning, and they do so to varying extents at different stages of proficiency. In recognition of this complexity, and given the advantage of rapidly advancing computer and experimental technology, researchers are turning to correspondingly sophisticated methods to elicit data, statistically evaluate them, and create models predicting second language learning. In this talk, I aim to advocate specifically for the inclusion of corpus-linguistic analyses into the second language researcher’s expanding methodological toolbox. I will give an overview of recent studies that employ sophisticated methods to illustrate how learner corpus research can complement experimental methods in the investigation of some of the hottest issues in second language acquisition research, such as appropriate characterizations of the input; adequate modeling of the highly L1-specific nature of learner language development; and even the increasingly recognized role of individual variation in the acquisition process. I close with a critical discussion of limitations of corpus-based approaches to second language acquisition and desiderata for future research.
Nativelike and Targetlike Attainment: Two sides of the same coin?

Holger Hopp (University of Braunschweig)

For decades, nativelike attainment had been seen by learners and researchers as THE goalpost in second language acquisition. Recent research on nativelike attainment in second language acquisition and processing has questioned the standard of nativelikeness by adopting three types of reasoning. (1) Moving the goalpost: In view of nativelike performance by late L2 learners in some domains, researchers have argued that ever more challenging grammatical, idiomatic or pragmatic language features be investigated (e.g. Abrahamsson & Hyltenstam, 2012) or the focus be shifted to taxing structures in real-time language processing (e.g. DeKeyser & Larson-Hall, 2005; Clahsen & Felser, 2006). (2) Scattering the goalpost: Others have argued that the native speaker is a “myth” (Davies, 2003) in that there is no monolithic native speaker ideal, since native speakers vary in linguistic competence and language performance depending on age, education, literacy etc. (e.g. Dabrowska, 2012). (3) Removing the goalpost: Yet others hold that bilingual language processing is language non-selective and involves competition across languages in bilinguals. It hence inherently differs from monolingual language processing such that a native norm is, by definition, vacuous in research on bilingualism (e.g. Grosjean, 1998).

In this talk, I will explore a different conceptualization of nativelikeness in research on L2 processing that is framed in terms of targetlikeness relative to the grammatical representations of the interlanguage of the learner. I will present evidence predominantly coming from eye-tracking studies to assess whether the processing patterns late L2 learners show comply with their subjective lexical and grammatical representations. If so, they can be deemed to be “nativelike” with respect to their interlanguage grammar, irrespective of whether these representations correspond to those of native speakers or the target language. I will discuss the potential of such a conceptualization of targetlike attainment to inform us about the underlying processing mechanisms and grammatical architecture of second language acquisition.

Structural and functional plasticity associated with learning in bilinguals

Gigi Luk (Harvard University)

In contemporary educational settings, learning often occurs by means of spoken language. While there is often a dominant language of instruction in a classroom, learners often have diverse language backgrounds. Current research on cognitive neuroscience typically focuses on finding brain differences in participants with diverse antecedent experiences. In this roundtable discussion, I will share results from a new study examining how learners’ language experience moderates neural networks before, during, and after learning. Furthermore, we extend brain functional and structural differences to learning outcomes, bridging individual learners’ experiences to learning new concepts through understanding the neural dynamics supporting concept acquisition. Using functional magnetic resonance imaging (fMRI), adults with diverse language backgrounds undergo functional and structural scans while watching videos designed from current science education curriculum, and during resting-state after the learning phase. After the scanning session, adults complete free
recall and answer probing questions about the content of the video. Furthermore, participants complete a series of standardized language and reading assessments. Preliminary results indicate that participants’ English proficiency and their age at which they active practice bilingualism modulates the neural networks while watching video and in resting-state after watching the video.

Comparing comprehension to production and on-line vs. off-line tasks: What can they tell us about the development of grammatical knowledge and ultimate attainment in SLA?

Theo Marinis (University of Reading)

The field of SLA has made considerable progress within the last 20 years in terms of complementing traditional production tasks and off-line grammatical judgement tasks with psycholinguistic tasks that tap the processes involved when L2 learners read or listen to sentences in real-time. This has led to novel findings showing often discrepancies between comprehension and production as well as between on-line and off-line tasks. In this presentation I will discuss the source of such discrepancies, what they reflect and how they can be interpreted in terms of the key questions on the development of grammatical knowledge and ultimate attainment in L2 acquisition.

What can ERPs tell us about native-like processing in an L2?

Darren Tanner (University of Illinois at Urbana-Champaign)

Over the last 30 years, studies of L2 processing using recordings of electrical brain activity (event-related brain potentials, ERPs) have become increasingly common, and have frequently been used to ask the question of whether non-native (L2) processing can qualitatively approximate native (L1) processing. The logic behind this approach is that, if L2 speakers show similar types of brain responses to linguistic anomalies as L1 speakers, then L2 processing in the domain under investigation can be considered “native-like” in the tested population. In the area of sentence comprehension, this line of work is based on the assumption that semantic manipulations always elicit N400 ERP effects in native speakers, indexing aspects of lexical access and semantic processing, and morphosyntactic manipulations always elicit P600 effects (and sometimes LAN effects), indexing morphosyntactic analysis and reprocessing. When viewing the broad array of results reported across studies, the answer to the question of whether L2 speakers can become native-like is mixed, particularly with regard to morphosyntax. Some research groups and studies report that L2 speakers can show processing patterns at the neural level that resemble native speaker patterns, at least at high L2 proficiency; others have found at least some degree of processing differences even in their high proficiency L2 groups. Such findings have been taken as evidence for and against native-like processing, respectively.

This talk will have two major goals. First, I will review some of this prior work and outline areas where L1 and L2 speakers generally show convergence in brain responses and areas where the results are more equivocal, in order to provide a consensus view of what ERPs have told us in the last 30 years. Second, and more importantly, I will also question the assumptions underlying much of the existing L2
research on native-like processing, particularly with regard to the N400, P600, and LAN components. I argue that, although ERP research on L2 processing is incredibly important and informative, existing ERP paradigms commonly used to study L2 populations may not be able to address the “native-like” question, as frequently posed by L2 researchers. These arguments are derived from three main observations: 1) the functional interpretation of the relevant ERP components (particularly the P600) has changed over the last decade, a fact which is not taken into account in much L2 research; 2) the assumption that the LAN effect reflects automatic syntactic processes (and analogously that absence of LAN effects in L2 speakers reflects the absence of these processes) is not consistent with current empirical data on L1 processing, and 3) the presence of both quantitative and qualitative individual differences among monolingual speakers processing their L1 raises the question of what “native-like” processing in an L2 should look like. In light of these facts, I propose an alternative approach to the study of L2 processing that reframes what native-like processing might look like in terms of brain response variability, and I outline a set of research questions about L2 processing that ERPs are well-suited to answer given this variability.
Replication of empirical results is essential to building a valid and reliable body of research based on the scientific process. Large-scale replication projects are making waves in psychology using infrastructure offered by the Open Science Framework, with headlines reporting swathes of findings ‘not replicated’ (Klein et al. 2014; Open Science Collaboration, 2015; see also Makel et al. 2012). Within second language acquisition (SLA), repeated calls have also been made for increased replication and a more synthetic approach to research (e.g., Mu & Matsuda, 2016; Plonsky, 2014; Polio & Gass, 1997; Porte, 2012). However, there are many practical, cultural, theoretical and methodological challenges to undertaking high quality replication. Our colloquium builds on momentum in SLA and psychology, by presenting a systematic review of replication within SLA, two examples of major international multi-site replications, and focused discussion.

First, the paper ‘A systematic and conceptual review of L2 replication research’ provides much needed data on the extent and nature of replication in SLA. Having found (just) 67 self-labelled replications published in journals to date, we review the rationales given for replication and the nature and designs of both the original and replication studies. We evaluate how replications are operationalized and, critically, how findings are interpreted in relation to the original studies. Next, the paper ‘A multi-site replication and extension: Attention to form and second language comprehension’ examines the extent to which previous findings about attending to form during comprehension are substantiated in written and aural modalities and across seven sites (n=631). Findings were largely consistent with the initial studies (Leow et al., 2008; Morgan-Short et al. 2012), showing that spotting forms did not interfere with comprehension scores. However, a design extension provided novel reaction time data that indicated reliably slower reactions for spotting verb-final inflections. The final paper ‘Replicating input-based studies, contextual factors, and ecological validity’ focuses on a series of projects conducted over several decades that have designed their protocols through replication. The paper addresses tensions between replication and ecological validity, for example that classroom-based input cannot easily, if ever, be truly replicated. A broad view of replication is taken in which replications tolerate and introduce new factors, such as different L1-L2 combinations, ages, socio-economic status and/or educational level.
Based on insights from these papers and on methodological thrusts in other disciplines, the discussant will identify challenges and lessons for replication efforts in SLA. We describe emerging incentivizing systems in the journal editorial infrastructure to improve the quality and quantity of replication and promote a more collaborative and synthetic ethic. Thus, our colloquium will offer concrete suggestions for discussion about sustaining improved replication practice in SLA.

**Replication in L2 research: A systematic review and lessons for the field**

Emma Marsden (University of York), Kara Morgan-Short (University of Illinois at Chicago), Sophie Thompson (University of York) & David Abugaber (University of Illinois at Chicago)

In SLA, at least 40 commentaries regarding the place of and need for replication have been published, partly driven by a concern that the field over-engages in theory generation and small-scale testing in individual studies (e.g., Mu & Matsuda, 2016; Polio & Gass, 1997; Porte, 2012). Yet little is known about the extent and nature of replication across the field (see Makel et al. 2012 for an example in psychology). To inform these debates, we present a systematic review of L2 replication research.

Our search for primary studies yielded 67 studies that self-labelled as a replication, published 1973-2016. Data was extracted from each study to address the following:

1. The nature of replicated research: What kinds of design are replicated and in which substantive areas?

2. Types of replication: How subtypes of replication (conceptual, partial, direct) are operationalised in practice?

3. Rationale for replication: What justifications are given for replication and which variables (such as participant demographics, target features, measures) are manipulated and/or altered from the original study?

4. Interpreting findings: To what extent are (dichotomous) null hypothesis significance testing or (relative) effect sizes used to claim whether and how closely findings are ‘replicated’?

5. Research teams: To what extent are replicators independent from original researchers, and how does this affect the extent to which replications were supportive of the original findings?

Following this review and drawing on a large-scale seven-site replication and recent developments in Psychology (e.g. Klein et al. 2014, Makel et al. 2012 & 2014), we make recommendations to enhance the quality and quantity of replication. We indicate where there are shortfalls in the L2 replication effort and infrastructure, and make recommendations to address these, such as sharing of data, materials and analysis protocols, pre-registration, appropriate interpretation of findings across studies, and dedicated publication outlets.
A multi-site replication and extension: Attention to form and second language comprehension

Kara Morgan-Short (University of Illinois at Chicago), Emma Marsden (University of York), Jeanne Heil (University of Illinois at Chicago), Bernard Issa (University of Tennessee, Knoxville), Anna Mikhailova (The University of Iowa), Sylwia Mikołajczak (Adam Mickiewicz University), Nina Moreno (University of South Carolina), Ronald Leow (Georgetown University), Roumyana Slabakova (University of Southampton and University of Iowa) & Pawel Szudarski (University of Nottingham)

This multi-site replication investigated the effects of attention to form during comprehension through a series of partial replications of Leow et al. (2008) and Morgan-Short et al. (2012), which were conceptual replications of VanPatten (1990). Leow et al. and Morgan-Short et al. found that directing second language (L2) learners’ attention to Spanish lexical or grammatical forms while reading a passage did not affect comprehension compared to learners who read the passage only for comprehension. It is an open question whether this finding would be replicated in the aural modality or with a controlled presentation of the written material.

The current international, multi-site replication project (N = 631) adopted the same materials and protocol from Leow et al. into two partial replications: 1) an aural paradigm (conducted in four sites) and 2) a time-controlled written paradigm (conducted in three sites). Control groups listened to or read a passage for comprehension only. Experimental groups listened to or read a passage while paying attention to Spanish L2 lexical or grammatical target forms, which they indicated by making a check mark or a mouse click. Learners subsequently completed comprehension and proficiency tests.

Results indicated that six of the seven sites produced findings consistent with those of Leow et al. and Morgan-Short et al.: Paying attention to Spanish L2 forms did not interfere with comprehension, regardless of the type of form. A mixed model analysis including all sites and controlling for proficiency also did not find an effect of paying attention to form on comprehension. However, reaction time analyses showed that participants took longer to indicate that they had attended to a grammatical inflectional form.

Overall, results from this multi-site replication project shed light on the issue of attention to form and meaning and have implications for replication in L2 research.

Replicating input-based studies, contextual factors, and ecological validity

Rebekah Rast (American University of Paris), Christine Dimroth (Westfälische Wilhelms-Universität Münster), Marianne Starren (RU/CLS) & Watorek Marzena (Université de Paris 8 & UMR7023)

This contribution stems from a series of cross-linguistic projects in second language acquisition that have designed their protocols through replication over several decades. As this type of replication presents a multitude of complex challenges, to frame the discussion, we illustrate these through the description of a large classroom-based input project conducted across several countries. We provide examples of
replications of studies within the scope of the project, as well as replications in the form of extensions of the project.

Within the context of this cross-linguistic project, data were collected in various places and at various times using the same instruments, all of which were designed based on results of previous research. This type of project design involves initial conversations across time zones and in virtual space to make decisions about hypotheses, research questions, protocol and general data collection procedures. Using examples from the project design phase, we make recommendations for replication planning within collaborative projects.

The replication of data analyses and interpretation of findings also requires reflection. Although data were collected using the same instruments, project teams found different ways of analyzing and presenting these data. In some cases, different methods can be easily reconciled; in others, these differences limit comparability. We present examples from the data to illustrate this point and provide insights into potential ways to manage these issues. In a similar vein, the linguistic input addressed to learners cannot easily, if ever, be truly replicated. We make recommendations about how to control certain variables in the input to allow for some degree of replication of input studies from a broad perspective.

We conclude by briefly describing replications of aspects of the project that introduce new factors, such as different L1-L2 combinations, ages, socio-economic status and/or educational level.

**Colloquium 2**

**Methodological Advances in Investigating L2 Writing Processes**

Marije Michel (Lancaster University) & Andrea Revesz (University College London, IoE)

Most previous research on second language (L2) writing has been concerned with the end products of writing. In recent years, however, researchers have begun to show increasing interest in the behaviours and cognitive processes in which L2 writers engage. This interest has partly been driven by the expanding availability of innovative technological tools such as keystroke-logging and eye-tracking, which enable the online capture of writing behaviours (e.g., pausing, revision, monitoring). These techniques provide a welcome complement to more traditional process measures such as verbal protocols, which afford useful insights into the conscious cognitive operations of writers during writing performance but have no capacity to tap non-verbalizable behaviours and processes. The triangulation of more novel and traditional data sources has the potential to capture the writing process more fully, and thereby allow for making more valid inferences about underlying cognitive writing processes. This, in turn, affords more complete tests of theoretical models of L2 writing (e.g., Bereiter & Scardamalia, 1987; Hayes & Flower, 1980; Kellogg, 1996) lessening the risk of construct underrepresentation.

This colloquium aims to showcase state-of-the-art research into L2 writing processes by focusing on methodological advances. After an introduction by the organisers, the first presentation demonstrates a method that combines concurrent eye tracking and
keystroke logging to create an accurate, machine-readable replay of a writing session. The second paper reports on a study that utilised keystroke-logging to investigate the effects of task complexity on writing processes. The third presentation describes a mixed-methods study which employed keystroke-logging and stimulated recall to capture the writing process, and discusses how these process measures can be triangulated with linguistic accuracy and complexity. The fourth presentation reports on another mixed-methods study that, besides keystroke-logging and stimulated recall, utilised eye-tracking to tap writing behaviours and underlying cognitive processes and highlights the benefits and challenges of combining these data sources. The fifth contribution presents the process of developing and validating a think-aloud coding scheme that allows for distinguishing between lower- and higher-order writing sub-processes. The last paper critically revisits the methodological components of two comprehensive L2 writing research programs, which focused on writing processes and attentional mechanisms involved in processing written corrective feedback. Two writing experts will discuss the presented papers before the discussion is opened for the audience.

Deployable concurrent eye tracking and keystroke logging technology for research into L2 writing processes

Evgeny Chukharev-Hudilainen (Iowa State University) & Aysel Saricaoglu (TED University)

A method of investigating L2 writing processes will be presented that combines deployable concurrent eye tracking and keystroke logging to create an accurate, machine-readable replay of a writing session. The method relies on a specially developed, web-based composition interface that emulates familiar word processing experience while recording synchronized, millisecond keystroke latencies and eye fixations. Process capture is entirely unobtrusive: the writing experience is identical to that provided by any other low-feature word processor (e.g., Microsoft WordPad). The use of low-cost eye-tracking equipment (e.g. Gazepoint GP3) makes data collection possible in real-life learning settings, such as computer-equipped classrooms. The data obtained through this method can be used for two complementary types of analyses.

First, the time-aligned writing-process logs allow for automatic generation of writing-session replays. These can be visualized as (1) an enhanced version of the LS graph (Lindgren & Sullivan, 2002) which is dynamically linked to the visual replay of composition (reconstructed as screen capture with gaze replay), and (2) a novel type of graph that represents high-level cognitive processes occurring while writing (task definition, formulating, evaluating, revising). These replays can be used not only by researchers but also by students to help them contextualize formative feedback in terms of the thoughts and actions while the text was composed. Second, quantitative measures of writing processes can be automatically computed based on the machine-readable writing process data. For example, we can derive distributions of pauses at various linguistically-relevant locations, probabilities of the student looking back at the text produced so far, etc..
To illustrate data collection and analysis methodology described in this presentation, we will showcase analyses of a parallel corpus of L1 and L2 writing processes in three languages: English, Spanish, and Turkish.

This material is based upon work supported by the U.S. National Science Foundation under Grant No. 1550122.

**The role of task complexity in writing processes: Evidence from keystroke logging and automatic text analyses**

Jongbong Lee (Michigan State University)

As most language learning tasks include resource-directing and resource-dispersing traits (e.g., Robinson & Gilabert, 2007), the combined traits of task complexity may have an effect on L2 learners’ writing processes. Although some research has explored the combined effects of planning and visual support on L2 learners’ oral performance, there remains a need to examine its effects on writing processes in EFL settings.

This study investigates how writing processes are influenced by two dimensions of task complexity: +/- planning and +/- visual support. A total of 121 Korean EFL undergraduates, who were at CEFR B2 level according to their official English scores (e.g., TOEFL iBT), were recruited. The students were randomly divided into four relatively even groups (i.e., no planning + visual support, planning + visual support, no planning - visual support, and planning - visual support). A cloze test and a copy task were administered to ensure inter-group comparability. To illustrate the effects on task conditions, a timed picture-narrative task, asking participants to write a narrative based on a cartoon strip, was used (Ishikawa, 2007).

The participants’ writings in terms of syntactic and lexical complexity were assessed using Lu’s (2010) syntactic complexity analyzer and Coh-Metrix. For fluency in writing processes, words per minute, the number of P-bursts, the mean process time P-burst, the ratio of product and process, the number of R bursts as means of Inputlog 7.0 (Leijten & Van Waes, 2013) were calculated. A MANOVA was performed to find task effects on L2 learners’ processes in the four different conditions. The findings demonstrated no statistical differences in the four conditions with regard to syntactic complexity, lexical complexity, and fluency. The EFL participants produced similar amounts of complex language across the four conditions. Planning and the provision of visual support did not seem to influence writing processes.

**Understanding CALF development by examining writers’ processes: Evidence from keystroke logging and stimulated recall**

Jungmin Lim, Magda Tigchelaar & Charlene Polio (Michigan State University)

A series of studies in Connor-Linton and Polio (2014) examined writing development over 15 weeks and found increases in text quality but minimal development on complexity measures and no change on lexical or most accuracy measures. Yoon and Polio (2017) also found almost no changes on complexity, lexical, or accuracy measures during one semester. Data from both learner corpora only showed improvements in students’ fluency (number of words written in 30 minutes). We conducted a mixed methods study to try to understand students’ lack of development on the other linguistic measures.
We studied five students from one class, all of whom explicitly stated that they wanted to improve their complexity and accuracy. Their writing processes for two timed essays were recorded using Inputlog, and screen captures were used as a basis for stimulated recalls. The stimulated recall data allowed us to focus on behaviors that can be linked to accuracy and complexity. First, students did not leave enough time or chose not to revise their timed essays. They directed much of their attention to revising vocabulary and ideas: during the stimulated recall, each of the participants mentioned that they were searching to upgrade their vocabulary (as in Manchon et al, 2007) or to avoid repetition. For some students, revisions aimed at eliminating an error introduced new errors. The results related to complexity were mixed: some students changed longer sentences into shorter ones while others created more complex sentences but introduced new errors. Further analysis will examine how these five focal students’ quantitative results compared to the rest of the students in the class. The Inputlog data will allow us to see if the revisions for accuracy and complexity were precontextual or contextual, and will allow us to examine process-related fluency measures, such as P-bursts and the product-oriented number of words.

Looking into attentional processes while writing: Research focus and research instruments

Rosa Manchón (University of Murcia)

The consideration of L2 writing as a site for language learning (including both the act of writing itself and the processing of written corrective feedback- WCF) has received considerable theoretical and empirical attention in SLA-oriented in L2 writing research in recent years (see Bitchener, 2012; Bitchener & Storch, 2016; Manchón 2011, Manchón & Williams, 2016; Williams, 2012 for recent reviews). The main research preoccupations have been (i) theorizing and providing empirical evidence for the purported language learning potential of the attentional processes fostered by writing and WCF processing, and (ii) setting up a theoretically-sound and pedagogically-relevant future empirical research agenda. Less attention has been paid, however, to the methodological dimension of these future research endeavours.

In an attempt to contribute to advancing research efforts in this domain, this contribution to the colloquium will revisit critically the methodological component of 2 comprehensive programs of research carried out at the university of Murcia on writing processes while writing (Manchón, Roca de Larios and Murphy, 2005, 2009, for overviews), on the one hand, and noticing processing while processing WCF (currently underway), on the other. On the basis of this critical analysis, a number of methodological suggestions for future research agendas on L2 writing attentional processes will be put forward.

Triangulating keystroke-loging, eye-tracking and stimulated recall to explore writing processes

Andrea Revesz (University College London, IOE), Marije Michel (Lancaster University) & Minjin Lee (University College London)

The end products of writing tasks have been the object of a considerable amount of research in the areas of second language (L2) acquisition and assessment. However, relatively less empirical research exists that examines the cognitive processes and behaviours in which L2 writers engage. To help address this gap, we examined the
revision and pausing behaviours of L2 writers and the cognitive processes underlying them. Adopting Kellogg's model of writing as a theoretical basis, we used an innovative combination of research methods to tap cognitive writing processes, employing online keystroke logging, eye-tracking methodology, and stimulated recall.

Thirty advanced Chinese L2 users of English first performed a version of the IELTS Academic Writing Task 2, followed by a typing test. Immediately after completing the writing and typing test, twelve participants also took part in a stimulated recall session. All tasks were computer-delivered. During the writing task, participants’ key strokes were logged by the software InputLog 6.0 in order to capture their pausing and revision behaviours. Stimulated recall comments were prompted by the playback of the recordings of participants' keystrokes. Using Tobii Studio, participants' eye-gaze data were also recorded to enable the examination of reading processes during writing. The data analysis involved triangulating results from (a) the stimulated recall comments, (b) the keystroke-logs, and (c) the eye-gaze recordings. In particular, we considered the thought processes and eye-gaze behaviours of participants when they paused and revised at various textual locations.

The complex set of results that emerged will be discussed in relation to cognitive models of writing and previous L2 writing research. The methodological contribution of the research will also be considered. We will highlight the value of examining stimulated recall, keystroke-logging and eye-tracking data together, and highlight challenges that arose in the triangulation process.

**Coding of writing processes in think-aloud protocols**

Lena Vasylets (University of Barcelona) & Roger Gilabert (University of Barcelona)

During a think-aloud procedure, learners have to perform a writing task while saying aloud what they are thinking. The recordings of the think-aloud protocols constitute one of the main sources of data on writing processes. In this paper, we present our coding system of the writing processes in think-aloud protocols. This coding system is theoretically motivated, data-driven and flexible. The main particularity of this system is that it distinguishes between lower-order and higher-order sub-processes and, thus, reflects qualitative changes in writing behaviours.

In our presentation, we will first provide comprehensive definitions of the macro-processes of planning, formulation and revision (Hayes & Flower, 1980; Kellogg, 1996). Then, we will present the coding categories for each of these processes and provide the rationale for the lower- and higher-order distinctions. We will next present the results of an empirical study in which we employed this coding system in the data analysis. In this study, N = 2 learners of L2 English performed, under a think-aloud condition, two L2 writing tasks of low and high cognitive complexity. The participants also took part in the stimulated recall and were interviewed. Data from the think-aloud protocols were coded for the writing processes, and subsequently analyzed both quantitatively and qualitatively.

The results showed that increases in task complexity induced a shift towards more sophisticated writing behaviors. Importantly, the effects of task complexity were moderated by the individual differences, as the beneficial changes in the writing behaviors were only observable in a macro-process which was fully developed in a
particular writer. In the discussion we will put emphasis on the methodological aspects of this study, in particular, the way the coding system was applied.

Colloquium 3 (Invited Colloquium)

Incomplete language acquisition and attrition: Input-related challenges for early and late immigrants and returnees

Ayşe Gürel (Bogazici University), Monika Schmid (University of Essex), Michael Travis Putnam (Pennsylvania State University), Tanja Kupisch (University of Konstanz), Jason Rothman (University of Reading), Tugba Karayayla (University of Essex), Jeanine Treffers-Daller (University of Reading) & Christina Flores (University of Minho)

Incomplete language acquisition and attrition are increasingly becoming central topics in the field of bilingualism. The investigation of first language (L1) and second language (L2) development and loss in early child- and late-bilingual immigrants as well as returnees can contribute much to our understanding of many intricate issues concerning bilingualism that have traditionally been investigated on the basis of early and late L2 learners only. Incomplete acquisition of heritage languages in early child immigrants, first language attrition in adult bilingual immigrants, and language competence of returnees who may experience difficulty not only in their L1 (due to incomplete acquisition) but also in their L2 (due to loss of contact) can provide important insights into the role of input in language development and loss in children and adults. Within this context, this colloquium aims to address the following questions:

1. In what ways do input-related challenges impact L1 and L2 development/maintenance and attrition in early and late immigrants and returnees?
2. How do input-related challenges that bilinguals face interact with the age of onset of bilingualism?
3. How do input-related challenges affect different domains of L1 and L2 grammars?
4. What aspects of language input appear to be more relevant for L1 and L2 maintenance and attrition?
5. Do the quality and the quantity of language input differentially affect grammatical competence and processing in the L1 and L2?
6. What are the potential implications of research on L1/L2 development/maintenance and attrition in immigrant bilinguals for education and policy-making?

The bilingual competence of returnees: input and age-related changes in the morphological domain

Christina Flores (University of Minho)

Research on language attrition has consistently shown that (i) loss of contact with a native language may cause erosion (ii) the effects of attrition are much more severe if the loss occurs during childhood. This has been demonstrated for heritage speakers
who stop speaking their heritage language during childhood (Montrul, 2008), for internationally adopted children (Pallier et al. 2003) and for returnees, i.e. speakers with a migration background who return to their (parents’) homeland at a certain age (Kuhberg 1992). In this latter case, after the return to the homeland, the previous majority (and commonly dominant) language becomes a minority language and, in many cases, the bilingual returnee loses the daily contact with this language. In previous research I observed consistent effects of erosion in the syntactic domain (verb placement) in the German of Portuguese returnees from Germany when their return to Portugal happened before the age of 12 (Flores 2010, 2012). Furthermore, the results of a longitudinal case-study revealed that attrition effects appear in the first year after the return, when it occurs in childhood (Flores, 2015). In the present study, I intend to complement previous results on attrition effects in returnees by analyzing the speaker’s morphological competence. The same corpus investigated in Flores (2010, 2012) will be statistically analyzed with regards to the speakers’ production of case, gender and number agreement and correlated with their age at return and quantity of contact with German after moving to Portugal.

**How does early child bilingualism result in typical heritage speaker outcomes in adulthood?: The role of cross-generational attrition and formal education**

Tanja Kupisch (University of Konstanz) & Jason Rothman (University of Reading)

This talk has two goals. The first is to integrate research on child simultaneous bilingual (2L1) acquisition into the heritage language (HL) acquisition literature (Kupisch & Rothman, 2016; Aalberse & Hulk, 2016). The 2L1 literature mostly focuses on development in childhood, whereas heritage speakers (HSs) are often tested at an end state of acquisition in adulthood. However, insights from 2L1 acquisition must be considered in HL acquisition theorizing because many HSs are the adult outcomes of child 2L1 acquisition, which begets the question “How does early child bilingualism result in the spectrum of variation displayed in HSs’ outcomes in adulthood?” While bilingual children show quantitative differences (acceleration or delay) from monolinguals in grammatical development and have smaller vocabularies in at least one language, most available evidence suggests no qualitative differences (see e.g., DeHouwer, 1995; Meisel, 2011; Byers-Heinlein & Lew-Williams, 2013; Serratrice, 2013). This contrasts sharply with the typical outcomes of adult HSs, whose competence and/or performance in the HL can diverge significantly from monolingual baselines (Montrul, 2008; Rothman, 2009). The data from 2L1 acquisition thus raise serious questions for the construct of incomplete acquisition, a term broadly used in HL acquisition studies to describe almost any difference HSs display from baseline controls (usually monolinguals). Our second goal, in the context of the first, is to offer an epistemological discussion related to so-called “incomplete acquisition”, highlighting the descriptive and theoretical inaccuracy of the term. We focus on two of several possible causal factors that contribute to variable competence outcomes in adult HSs: (i) attritional effects in the input and (ii) formal instruction in the HL. We review datasets suggesting that some, perhaps much, of the variation in HS outcomes can be explained on the basis of input differences they have from monolinguals as a result of attrition to the language of their parent’s generation as well as a general lack of formal education in the heritage language.
Incomplete access: A competition-based look at restructuring in heritage grammars

Michael Putnam (Penn State University)

In this presentation I advance the proposal that some of the major features that have been identified as properties of heritage language acquisition (overextension of defective verbal inflection such as the use of indicative for subjunctive, lack of morphological markers such as differential object marking, or default gender forms) can be better characterized as cases of ‘incomplete access’ rather than the result of incomplete, truncated acquisition and incomplete mastery of a heritage L1. Under this view, certain lexical items and grammatical configurational mappings become stronger and easier to access over time, eventually blocking “richer” representations. Thus, grammatical knowledge is not considered lost, but rather more difficult to access due to the pressures of speech in real-time production and comprehension. ‘Incomplete access’ can progressively lead to restructuring processes, where some degree of ‘divergence’ at the representational level is possible (Scontras et al. 2015). Empirical support for this hypothesis comes from works such as Hopp & Putnam’s (2015) investigation of word order in subordinate clauses in a variety of heritage German spoken in South Central Kansas and Perez-Cortes’s (2016) study of heritage Spanish acquisition of obligatory and variable mood. Hopp & Putnam’s (2015) study show that even in moribund varieties of heritage German, observed shifts in word order patterns can result in more complex patterns that cannot be attributed to incomplete acquisition. Perez-Cortes’s (2016) research on the production and comprehension of mood in heritage Spanish reveals comprehension-production asymmetries across groups of speakers with varying degrees of proficiency in heritage Spanish. Results showed that early Spanish-English bilinguals’ mastery of mood selection was highly dependent on the interplay between their level of proficiency, age of onset of bilingualism and frequency of Spanish use. Taken together, these studies suggest the restructuring processes involve representations from both grammar systems that are assigned a probabilistic distribution, with the distribution of these units being affected by notions such as activation and complexity. Grammars that are less frequently activated consist of representations that are more difficult to access, but critically, these are not completely absent from these grammars in many cases. In conclusion, I address methodological and conceptual impact our proposal may have on future work in heritage linguistics.

The role of input for language development in Heritage Speakers – quality vs. quantity

Monika Schmid & Tuğba Karayayla (University of Essex)

The topic of the linguistic development of early bilinguals and Heritage Speakers, in particular the question of the proper use and meaning of the term ‘incomplete acquisition’ is currently a matter of much debate (e.g. Montrul, 2016; Rothman & Kupisch, 2016). We propose a novel view on this controversy which questions the term ‘incompleteness’ on the assumption that language acquisition is, in fact, never ‘complete’. We assume that linguistic knowledge remains malleable throughout the lifespan, in particular in the context of bilingualism, but that a number of factors differentially contribute to its changeability. Among these factors are the age at which a particular speaker becomes bilingual and the quality and quantity of input they
receive. We furthermore propose that there may be a dynamic and non-linear interaction between these two factors. We illustrate these claims based on an ongoing investigation of knowledge and production of Turkish in adult Turkish-English bilinguals who became bilingual at ages ranging from birth to adulthood.

**Turkish-German code-switching among heritage speakers of Turkish: what naturalistic data can(not) tell us**

Jeanine Treffers-Daller (University of Reading)

This paper offers a review of what we know about Turkish-German code-switching patterns as found in naturalistic conversations, based on the typology of code-switching offered by Muysken (2000, 2013), namely insertion, alternation, congruent lexicalisation and backflagging. Providing information about code-switching patterns that are commonly found in this language pair is important as it can be used to inform research into language switching, that is the externally induced switching between languages in experimental settings (Gullberg, Indefrey, & Muysken, 2009) in order to avoid the artificial responses, of low ecological validity, that some experimental research has produced."

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**Colloquium 4**

**Exploring peer dynamics & learning in the foreign language classroom**

Jenefer Philp (Lancaster University), Paul Toth (Temple University, USA), Raquel Mattson-Prieto (Temple University, USA), Ana Monica Preciado Sanchez (Lancaster University) & Tomas Kos (Lancaster University)

Research on classroom interaction has increasingly acknowledged the importance of social factors in language learning (e.g. Martin-Beltran, Chen, Guzman & Merrills, 2016; Sato & Ballinger, 2012). This colloquium explores four aspects of peer dynamics as mediating factors in the quality and outcomes of pair and group work.

Paper A, a theory paper, brings together insights from social and cognitive theories, highlighting the role of context and individual agency in shaping language use, while recognizing processing capacity, prior knowledge, and attention as also playing a vital role in learning. Through a socio-cognitive perspective it explores how social and cognitive factors interact for success/failure in peer interaction of high school L2 learners of Spanish.

Paper B traces the impact of curricula choices and classroom practices on learner identity of heritage learners of Spanish, particularly the positioning of students as “native/bilingual” or “non-native/foreign language learners”. It explores learners’ investment in language learning, and future imagined participation in a Spanish speaker community, social or professional.

Paper C draws attention to the range of possibilities afforded by positive peer relations and the negative consequences of dysfunctional relations in a tertiary EFL
class. It explores how learners establish peer relationships, and co-construct language knowledge, when working with tasks over a month-long intensive course in English in Mexico. It describes learners’ use of social discourse moves to establish relationships, and connections with peer learning opportunities.

Paper D explores patterns of interaction (Storch, 2002) in mixed age high school classes. Drawing from a sociocultural framework, this study explores peer assistance and patterns of interaction among 12 mixed-age pairs of young adolescent learners of English as a foreign language (EFL) in mixed-age, mixed-ability in classrooms in a German secondary school. Data includes audio-recordings of regular classroom tasks over 10 weeks and individual interviews with the teacher/researcher. Results suggest that, rather than age, relationships between learners mediated the extent and quality of assistance provided.

The discussant will discuss key themes related to peer dynamics as presented, and how these contribute to our understanding of peer relations, participation and learning opportunities in the foreign language classroom. The colloquium concludes with time for questions and discussion.


**Peer relations and peer assistance in mixed-age foreign language classrooms**

Tomas Kos (Lancaster University)

Drawing from a sociocultural framework, this paper reports on a study which investigated peer assistance in mixed-age (M-A) English as a foreign language (EFL) secondary school classrooms in Germany which are simultaneously mixed-ability classrooms. M-A is increasingly used (Kallery & Loupidou, 2016; Thurn, 2011), but is under-researched in language classrooms. Although some research has been conducted in L2 mixed-proficiency settings, there has been no study conducted on peer-interactions within mixed-age groups/pairs in L2 contexts. This study aims to bridge this gap. Results show that mixed-age pairs assisted one another in ways similar to teacher scaffolding, while some responded in ways that resemble Donato’s (1994) description of collective scaffolding. Eight of the ten younger learners who were the focal participants of the study, showed some level of increased independence of target-like use which can be linked to the assistance their peers provided. However, the extent of target-like use varied greatly across learners and not all learners could benefit from assistance. This paper explores connections between how learners of different ages related to one another in pair-work, their patterns of interaction (Storch, 2002), and the assistance they provided. The findings also suggest that age is not a crucial factor in the extent and quality of assistance provided among M-A peers but appear to only play a limited part as a background context. Rather than age, the
relationship between learners seemed to have been one of the major factors mediating the extent and quality of assistance.

**La lengua de mi casa in Spanish Class: A case study of Spanish heritage learner identity**

Raquel Mattson-Prieto (Temple University)

Recent years have seen increased interest in how the educational experiences of heritage language learners (HLL) affect the maintenance and development of proficiency in their home language (e.g. Leeman, 2015). To date, research in this area has generally focused on: the relationship between learner identity and their heritage variety; how experiences with the heritage language influence the study of the language; the role of educational policies and practices in shaping HLL identities; and the ways in which speakers construct, negotiate and perform their identities in various educational and extracurricular contexts. The current study focuses on the impact of classroom practices on HLL identities in relation to their learning trajectories. I consider data from five students enrolled in two different intermediate Spanish classes, namely, conversation and writing. Analyses of questionnaires, interviews, and classroom observations investigate how HLLs see themselves as part of a classroom-based target language community. The data reveal their investment in language learning, the extent to which HLLs feel their social, economic and cultural aspirations will be fulfilled, and the impact of classroom practices on the identity(ies) they will take on. Additionally, I consider investment by examining the extent to which HLLs see themselves participating in a future social or professional imagined community of Spanish speakers. During classroom interactions with peers, instructors, and course curricula, the results demonstrate how some HLLs are indeed positioned by other class members as native speakers or bilinguals, while other HLLs are considered by the same individuals as non-native/foreign language learners. Furthermore, the results show how current language programs are inclusive to some HLLs, but exclude those learners who are considered bilingual/native speakers. Given these disparities, the findings from this study entail an urgent need for reform in mainstream foreign language curricula, and question the validity of the labels used to categorize learners of Hispanic heritage.

**Establishing peer relationships in an adult EFL classroom in Mexico**

Ana Monica Preciado Sanchez (Lancaster University)

Peer interaction provides a context for learners to communicate in the second language since it allows them to receive input, notice language forms, produce modified output, experiment with the language, and co-construct language knowledge (Philp, Adams, & Iwashita, 2014; Swain, Brooks & TocalliBeller, 2002). Research on peer interaction has indicated that social factors may affect the way learners interact when they work together with language tasks (Philp & Mackey, 2010; Storch, 2002; Watanabe, 2008). However there is limited research that has focused on social factors and learners’ relationships with their peers and their sociocultural context (Block, 2003; Firth & Wagner, 2007). This is the focus of this study. This study is situated in the context of an adult English as a foreign language classroom in Mexico. Through a sociocultural approach, it investigates how learners establish peer relationships over time, and the co-construction of language knowledge when working with tasks over a month-long intensive course, 20 hours per week. Participants interacted in dyads with
five language tasks: two decision-making tasks, one role-play, one sequencing/narrative task and one problem-solving task. Data was collected through classroom observations, audio/video recordings of the pair interaction and interviews with the participants. This presentation explores learners’ use of social discourse moves to establish relationships, and then goes on to consider the extent to which social relations between peers connect to: the quality of peer feedback, episodes involving peer initiated focus on language, and contexts in which they choose to use the target language or the first language in peer work.

Sociocognitive determinants of L2 peer interaction: A meeting of minds within social worlds

Paul Toth (Temple University)

In this theoretical paper, I argue that understanding the relationship between peer interaction and L2 development requires a nuanced, integrated understanding of language and language learning as interrelated social and cognitive phenomena. Currently, cognitive theories see language as a set of hierarchical form-meaning relationships (Chomsky, 1995; Bresnan, 2001), while emphasizing attention and universal psycholinguistic processes as determinants of language learning (Pienemann, 2015; Ullman, 2015). Social theories, meanwhile, understand language as a semiotic tool for meaning-making (HALLIDAY & Matthiessen, 2014; Vygotsky, 1978), while emphasizing learners’ jointly-constructed capacity for contextually-appropriate, purposeful activity as the essence of language learning (Duff & TALMY, 2011; Kasper & Wagner, 2011). Thus, whereas cognitive theories set aside the role of context and individual agency in shaping the language use on which cognitive processes depend, social theories miss the inherent challenges that particular linguistic tools pose to learners’ capacity for use, thereby complicating a teacher’s ability to anticipate learners’ developmental needs. To illustrate the limitations of theoretical exclusivity, I provide excerpts of peer interactions among nine intermediate L2 Spanish learners in a US high school, where learning opportunities were both missed and successfully exploited in the interplay between instructional task design, learner perceptions of task goals and procedures, and the social roles of participants. I demonstrate that an integrated, sociocognitive perspective is needed to explain how social identities as successful or unsuccessful students, and as entertaining or non-entertaining conversationalists, affected the amount and distribution of L2 talk that peer interaction generated, as well as the formal properties of the L2 that were noticed and discussed in “language related episodes” (Swain & Lapkin, 1998). I conclude that a sociocognitively-informed theory of L2 interaction should focus most essentially on how joint attention and shared contextual knowledge (Tomasello, 2008; Rommetveit, 1979) are negotiated as “a meeting of minds within social worlds.”

Colloquium 5

Developing, validating, and evaluating word lists

Stuart Webb (University of Western Ontario), Elke Peters (KU Leuven), Averil Coxhead (Victoria University of Wellington) & Norbert Schmitt (University of Nottingham)
Word lists have long played a role in vocabulary learning. Michael West’s (1953) General Service List (GSL) is perhaps the best known and most influential list of high frequency words. Its value for language learners was established in studies that revealed that it accounted for a large proportion of the words in various text types (e.g., Nation & Hwang, 1995; Nation, 2004). Because it was derived from texts written in the 1930s and 1940s, the GSL does not accurately reflect current high frequency vocabulary. This has led to the creation of newer lists such as Nation’s (2006) British National Corpus lists, Nation’s (2012) British National Corpus/Corpus of Contemporary American English word lists, Brezina and Gablasova’s (2015) New-General Service List, and Dang and Webb’s (2016) Essential Word List.

A second type of word list has been made up of high frequency academic vocabulary. Coxhead’s (2000) Academic Word List, Gardner and Davies’ (2014) Academic Vocabulary List, and Browne, Culligan, and Phillips’ (2013) New Academic Word List are recent examples. A second type of word list are those made up of high frequency multiword combinations such as Martinez and Schmitt’s (2012) Phrasal Expressions List, and Shin and Nation’s (2008) list of high frequency collocations.

A third type of list are those made up of high frequency academic word sequences such as Ackermann and Chen’s (2013) Academic Collocations List, and Simpson-Vlach and Ellis’ (2010) Academic Formulas list.

The pedagogical value of word lists is clearly apparent. Language learning materials and curriculum have been developed around learning word list items. Research also highlights the value of word lists in corpus driven studies investigating the vocabulary found in different types of discourse (e.g., Nation, 2006; Webb & Rodgers, 2009), and empirical studies that involve measuring lexical sophistication (e.g., Laufer & Nation, 1995; Meara & Bell, 2001). Surprisingly lists that were created for the same purpose are often quite different. Thus, it is important to consider the following questions to better understand word lists: 1. What are some of the differences among lists that have been designed for the same purposes? 2. What is the intended purpose of the word list? 3. What steps need to be taken to ensure that a word list is valid and reliable? 4. How does a list meet the purposes of the users?

This 90-minute colloquium aims to shed light on word lists and the different issues that researchers need to consider when developing, validating, and evaluating word lists. In this colloquium, the following four talks will be given by researchers well established in research involving word lists: 1. Key methodological issues to consider when creating word lists 2. A methodology for the development of topic- and corpus-based word lists: the case of four B1 communicative activities 3. Developing word lists for specific purposes: Putting research into practice 4. More than frequency: Creating a list of the probabilities of knowing target words

Developing word lists for specific purposes: Putting research into practice

Averil Coxhead (Victoria University of Wellington)

Word list research involving specialised or technical vocabulary has largely focused on English for Academic Purposes in secondary school and university contexts or in English for Specific Purposes in areas such as Medicine or Engineering. Little of this research has investigated lexis in the trades, and while trades literature has focused on literacy requirements for education, little of this research concerns vocabulary. The Language in the Trades (LATTE) project is a joint collaboration between Victoria
University of Wellington and Weltec and its focus is the vocabulary and discourse of four trades. Two of these trades are in Construction: Carpentry and Plumbing; and two are in Engineering: Automotive and Fabrication.

The talk begins by describing the development of trades-based word lists of technical vocabulary, which involved a quantitative analysis of written and spoken corpora collected at Weltec. It also involved qualitative data in the form of tutor interviews and lexical decision tasks. Nut, carburettor, and spool are examples of technical words from the Automotive Engineering list. The four technical trades word lists have been translated into Tongan, a Pacific language, because many people come to New Zealand from Tonga to work and study in the trades. The translation of these word lists brought to light some key patterns in specialised vocabulary in Tongan, and these patterns will be briefly discussed. The corpus analysis also resulted in the identification of specialised multi-word units, including items such as load bearing, metal tile roofing, and ceiling joist in Carpentry. The final section of the talk looks at the incorporation of all this word list research into teaching practice, in the New Zealand and Tongan contexts and future research.

Summary

This presentation focuses on the development of technical word lists in four trades in Aotearoa/New Zealand, and the translation of these lists into Tongan. Multi-word unit analysis is also discussed. These three investigations of vocabulary in the trades are then discussed in light of pedagogical innovations and future research.

A methodology for the development of topic- and corpus-based word lists: the case of four B1 communicative activities

Elke Peters & Kris Heylen (KU Leuven)

Recently, there has been an increasing interest in the development of word lists (Nation’s (2012) BNC/COCA 2000, Brenzina and Gablasova’s (2015) New General Service list, and Dang and Webb’s (2016) Essential word list for beginners). These L1-corpora-based word lists are mainly frequency-based. However, they do not take polysemy into account (Cobb, 2013), and are confined to single words. One exception is Benigno and De Jong’s (2016) lexical list, which explicitly distinguishes between a word’s different meanings and links each meaning to one of the six levels of the Common European Framework of Reference (CEFR). The pedagogical value of the aforementioned lists mainly lies in the lexical coverage they provide for reading and listening, i.e. a focus on learners’ receptive skills. Yet, no word list has taken oral communicative activities as a starting point. This gap will be addressed in our study.

We will report on a topic- and corpus-based methodology for the development of word lists by selecting four oral communicative activities at the B1 CEF level. We used the subtitle part of the Open Parallel Corpus (OPUS) (Tiedemann, 2012) to search for those activities in spoken L1 data as (1) this corpus contains (semi)-authentic spoken language and (2) word frequencies from this type of subtitles reflect the ‘basicness’ of the vocabulary more adequately than traditional corpora (van Heuven et al., 2014). We used contextualized frequency counts that control for semantic ambiguity by linking word use to the selected activities, resulting in vocabulary lists organized per topic and by frequency and consisting of single words and multiword units. A topic-based approach to developing corpus-based word lists
could add to our understanding of the words learners need to perform oral communicative activities. Unlike general frequency-based word lists, such a list provides learners with the vocabulary needed for specific spoken communicative settings.

Summary

This paper reports on a corpus-based methodology for the development of word lists which takes oral activities as a starting point. The subtitle part of OPUS was used to develop word lists for four activities. Such topic-based word lists could provide learners with the vocabulary for specific spoken communicative settings.

Beyond Frequency: A List of the Probabilities of Knowing Target Words and its implications for Vocabulary Testing

Norbert Schmitt (University of Nottingham)

Frequency of occurrence has been the main criterion for vocabulary test word selection. This approach has been useful, but the frequency-ranking is still somewhat crude. It is true that learners typically know more words in high-frequency bands than lower frequency bands (e.g. 1K>2K>3K, etc.). But while frequency ranking works relatively well for bands (at least up until about the 5K band), it does not work so well for individual words (e.g. #1,150 accounts will not necessarily be learned before #1,200 rose). At the level of individual words, there are numerous frequency misfits with what learners actually know. For example, pencil and socks will likely be some of the first words learned, but appear as relatively lower-frequency vocabulary on frequency lists.

What is needed to supplement frequency lists is a rank list of English vocabulary based on the actual likelihood of L2 learners knowing the words. This paper will report on the development of the List of Rank Knowledge of Vocabulary (LORKOV). The list will indicate words which may be well known even though relatively infrequent (pencil) and vice-versa, and so usefully supplementing frequency lists.

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The second stage will involve testing thousands of learners from various L1s to determine the acquisition order of our target lemmas, with the final list to be released to the public in 2018. We anticipate the LORKOV list will be a useful compliment to current frequency-base lists, in determining what vocabulary needs to be taught to our learners, and also assessed.

Summary

The presentation discusses the development of a rank-order list which indicates the relative probability of learners knowing the individual lemmas up to the best-known 5,000 lemmas in English. The list will indicate words which may be well-known even though relatively infrequent (pencil) and vice-versa, and so usefully supplementing frequency lists.
Key methodological issues to consider when creating word lists

Stuart Webb (University of Western Ontario)

There are many word lists. While some differ in their function (e.g., lists of academic, technical, and general service vocabulary), there are also multiple word lists that have the same function such as the Academic Word List (Coxhead, 2000) and the Academic Vocabulary List (Gardner & Davies, 2014), and the New General Service List (Brezina & Gablasova, 2015) and the New General Service List (Browne, 2013). With so many lists, it is important to understand their differences to be able to select the most appropriate list for research or pedagogical purposes.

Word lists differ in a variety of ways. Perhaps the most basic difference is the corpora from which the lists are derived. This will be the greatest determiner of which words are included in a list. Another important difference is the unit of counting words with some lists made up of lemmas while others consist of word families. A third difference is the number of items in a list. When comparing two lists that are developed for the same purpose, the list with more items is likely to provide greater lexical coverage than the one with fewer items.

In this talk, we will look at several ways in which we can evaluate word lists. This will include discussion of different approaches taken to create word lists, the methods that have been used to validate word lists, and the criteria that might be used to compare word lists.

Summary

This paper reports on the different issues that researchers need to consider when creating, validating, and evaluating word lists. This will include discussion of the unit of counting, the corpora used to create the word lists, the number of items, and the purpose of the list.

Colloquium 6

Academic language proficiency as a predictor of academic achievement in L1 and L2 university students

Michael Daller (University of Reading) Lieve De Wachter (KU Leuven), Jordi Heeren (KU Leuven), Folkert Kuiken (University of Amsterdam), Danijela Trenkic (University of York), Ineke Vedder (University of Amsterdam), Jeanine Treffers-Daller (University of Reading)

Recently a lively debate has taken place regarding language proficiency among university undergraduates in relation to academic achievement. As shown by a number of studies, academic language proficiency – particularly academic writing – appears to be significantly related to academic achievement, and students with inadequate language skills have been found to be seriously disadvantaged. Research so far has, however, been inconclusive with respect to the criteria for judging academic achievement, the identification of relevant components of academic language proficiency, and the type of language proficiency tests to be used or the effects of remediation. The present colloquium aims to fill this gap.
1. Predicting study success of international students at English-speaking universities

Lately, established admissions tests (IELTS, TOEFL) have come under attack, while studies on their predictive validity are inconclusive. A serious threat to the validity is the test preparation that turns IELTS from a test of English ability into a test that measures learners’ test taking skills. Many studies on the predictive validity of tests are based on truncated samples, and a small variance in the test scores makes a correlation with achievement scores difficult for purely mathematical reasons. We therefore need alternative test formats for the prediction of international student’s study success.

2. The predictive validity of a post-entry academic language screening for starting first-year university students

To provide possible at-risk first-year students at a Belgian university with an early warning signal, a digital, low stakes post-entry academic language proficiency screening was developed, consisting of 28, mostly selected-response, vocabulary and reading items. This study links the language test score of 4890 students between 2013-2015 to the average exam score and to the percentage of obtained credits in the first semester. The results aim to gain insight into the implications and limitations in the use and (predictive) validity of the instrument.

3. The relationship between academic writing, overall academic achievement and successful L2 learning

At a Dutch university 1200 first-year students of Modern Languages took part in a diagnostic academic writing test. Those who failed on the test were referred to a remediation program. The following research questions are addressed: What is the predictive validity of the academic writing test in relation to academic achievement and successful L2 learning? What are the effects of remediation on academic performance? Based on the results of the study, implications for language testing, language policy and remedial education will be discussed.

4. How different is academic language proficiency (ALP) of home and international university students, and does it matter?

ALP is often downplayed as a cause of weaker academic attainment of international students compared to home students; yet the extent of difference in ALP is rarely investigated. We compared ALP of Chinese and British students at a UK university and found significant and large differences. ALP indicators explained 53% of variance in the Chinese group’s grades. Results indicate that individual differences in ALP are predictive of university outcomes only before a certain threshold, which does not correspond to the minimum language entry requirements.

Predicting study success of international students at English-speaking universities

Michael Daller (University of Reading)

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Folkert Kuiken & Ineke Vedder (University of Amsterdam)

At a Dutch university 1200 first-year students of Modern Languages took part in a diagnostic academic writing test. Those who failed on the test were referred to a remediation program. The following research questions are addressed: What is the predictive validity of the academic writing test in relation to academic achievement and successful L2 learning? What are the effects of remediation on academic performance? Based on the results of the study, implications for language testing, language policy and remedial education will be discussed.

Academic English is no one’s first language: a corpus study of language use and academic achievement by monolinguals and proficient bilinguals

Geoffrey Pinchbeck (University of Calgary)

This presentation will examine the relationship between written vocabulary use and academic achievement in academic-track Canadian high-school students. Demographic shifts in large urban centres has led to calls for academic language to be operationalized and be given a more prominent role in mainstream public educational planning across the curricula in Canada and the U.S. Although this call for research was inspired initially from studies on language-minority children (ESL), it is clear that the register of academic English is difficult for all students: monolingual 'native' English speakers, bilinguals, and multilinguals alike. A >1,000,000-word corpus and associated student data (n=1508) from a representative sample of government-administered academic-track grade 12 English Language Arts (ELA) final exam essays were used to examine the relationships between lexical sophistication (LS) and several indices of diversity (LD: MTLD, HD-D, Maas) with three types of academic achievement: 1) Essay-Score, 2) ELA and Social-Studies mean score, and 3) Math Score (used as a control). Academic achievement was regressed on 1) LS, 2) LD, and 3) previous English-as-a-Second-Language (ESL) learner status. LS explained 30% of ELA-Social-Studies and Essay Scores, whereas LD indices were
associated with Essay-Score only. Notably, early-arriving immigrant ESL status was not a significant factor in any model. High-achieving student writing was significantly more similar to professional academic written corpora than spoken corpora as compared to that of low-achieving students. Additionally, Fisher-exact-test keyword analyses revealed that mid-frequency word families(4) were significantly more frequent in a high-achieving student sub-corpus as compared to a sub-corpus of low-achieving students. I present how this research might be used to further operationalize academic language, to develop tools to monitor English academic literacy development for diagnostic purposes, and to inform a strategic approach to K-12 academic language pedagogy that includes lexical syllabus design for content classes.

References


**How different is academic language proficiency (ALP) of home and international university students, and does it matter?**

Danijela Trenkic (University of York)

ALP is often downplayed as a cause of weaker academic attainment of international students compared to home students; yet the extent of difference in ALP is rarely investigated. We compared ALP of Chinese and British students at a UK university and found significant and large differences. ALP indicators explained 53% of variance in the Chinese group’s grades. Results indicate that individual differences in ALP are predictive of university outcomes only before a certain threshold, which does not correspond to the minimum language entry requirements.
Papers

**Turn-taking in classroom talk: an analysis of the interactions of learners of Spanish as a foreign language**

Laura Acosta-Ortega (Universitat Pompeu Fabra)

The current study aims to offer a preliminary view of a doctoral research in progress about how learners of Spanish as a foreign language (from this point forward, SFL) manage oral interaction in language classrooms. Our study is based on the concept of interactional competence (from now on, IC), which Young defines as “a relationship between participants' employment of linguistic and interactional resources and the context in which they are employed” (Young, 2008, p. 101). According to Walsh (2011), IC includes interactional and linguistic resources, but the focus is on the way interaction is guided. Thus, this perspective analyzes how speakers manage turns-at-talk, overlaps, acknowledgment tokens, pauses, repair and so on other resources, to accomplish mutual understanding and co-construction of meaning. Consequently, the focus on interaction in this approach is not fluency, but “confluence” understood as “the jointly produced artifact which constitutes an efficient and successful interaction” (McCarthy, 2010, p. 7). Based on qualitative analysis of 36 interactions that represent a corpus of more than four hours, we aim to assess the IC of SFL learners. The interactions were collected in different kinds of tasks in the language classroom where learners are multicultural students in a study abroad program at the University, all of them currently at a B2 level according to the Common European Framework of Reference for Languages. As part of a doctoral research in process, this study specifically assesses how turn-taking is managed in oral interactions, and whether different tasks have an actual influence in the strategies used by learners to handle turn-taking. The findings in this study contribute to a more comprehensive understanding of interactional competence of learners of SFL and the interactional skills they use during tasks to co-construct meaning. This study takes place within the framework of the research project ECODAL (Evaluation of the discursive skills of adult multilingual learners: Detection of training requirements and guidelines for self-learning), funded by the Spanish Ministry of Economy and Competitiveness.


**The form and function of (double) definiteness in second language Swedish**

Anders Agebjörn (University of Gothenburg)

The objective of my PhD project is to investigate the acquisition of definiteness by second language (L2) learners of Swedish with Russian, a language where definiteness is not grammatically encoded, as their first language (L1). Most studies on the acquisition of definiteness have focused on either formal or functional aspects of articles, but since form and function are mutually dependent, studying them separately is problematic (Kupisch 2006). However, the Swedish so-called double
definiteness construction (den stor-a bil-en ‘the big-the car-the’), thoroughly described by Julien (2005), offers an opportunity to do this (Nyqvist 2013). The research question is, Will learners who acquire an ability to use the conceptual information conveyed by definiteness markers within the Swedish noun phrase (NP), like articles, pay more attention to the syntactic properties of these markers?

Following Jin (2007) and Trenkic, Mirkovic, and Altmann (2014), who drew radically contradicting conclusions in their studies on L2 learners’ perception of definiteness markers within the NP, I have designed two reaction time experiments testing the learners’ sensitivity to both formal/syntactic and functional/pragmatic errors, one self-paced reading task and one truth-value judgement task. Learners of Swedish, enrolled in an intense language programme in Belarus, will be subjected to these tests regularly during a one-year period.

Results from this experimental–longitudinal study will be interpreted within the Modular On-line Growth and Use of Language (MOGUL) framework (Sharwood Smith & Truscott 2014), a modular model of the human cognition, with interfaces between e.g. a conceptual and a syntactic module. In my presentation, I will focus on the relation between theoretical assumptions and methodological choices in my design.

References


Longitudinal Exploration of ""Reciprocity"" in Video-mediated Japanese-English eTandem Exchanges"

Yuka Akiyama (Georgetown University)

eTandem is a telecollaborative arrangement where two learners of different native languages help learn each other’s language by switching languages halfway through a session (Cziko, 2004). For the tandem interaction to be successful, eTandem
participants need to observe the principle of learner autonomy and reciprocity (Little & Brammerts, 1996). While many studies have examined the former, the reciprocity principle has not been operationalized beyond the traditional sense of “equal time, effort, and interest” (Brammerts, 1996). Thus, this study intended to develop an understanding of the construct of reciprocity in terms of both theory and empirical operationalization and reveal the role of reciprocity for performing intercultural interactions.

The context of this study is a semester-long, video-mediated eTandem project between 30 learners of Japanese in the US and 30 learners of English in Japan. These participants engaged in nine interaction sessions using a type of information exchange tasks (O’Dowd & Ware, 2009), comparing each other’s culture using images/photos. The data analyzed include video recordings of interaction, weekly journal entries, questionnaire data about participants’ individual differences, and proficiency data measured via the Elicited Imitation Test (Ortega et al., 2002).

The study first operationalized reciprocity by drawing on insights from SLA (e.g., Storch, 2002), interactional sociolinguistics (e.g., Tannen, 2005), and multimodal discourse framework (e.g., Kendon, 1967). Based on the initial analysis, reciprocity was operationalized as (1) equality of corrective feedback, turns, and control over a task, (2) mutuality and engagement, (3) compatibility of “”conversational styles”” (Tannen, 2005), and (4) alignment of frames and footings. The study then took a case study approach and examined the interaction of five focal dyads who demonstrated contrasting behaviors and opinions about their eTandem experience. This way, I attempted to reveal how their reciprocity was enacted in interaction and how it changed over a semester of interaction.

The results revealed that the traditional definition of reciprocity (i.e., equality sense) is oversimplified and insufficient for it to be considered a principle of tandem learning. This is mainly because reciprocity is a multifaceted and dynamic construct that is enacted/invoked when participants negotiate and adopt different conversational roles (e.g., expert vs. novice, tutor vs. learner). The study also identified the relationship between reciprocity and potential for language and cultural learning. Implications of reciprocity will be discussed from SLA, intercultural communication, and discourse analysis perspectives.

Selected References


Fluency, complexity and accuracy in L2 Polish: Comparative measures of Beginner oral production

Charlotte Alazard-Guiu (Toulouse 2 & U.R.I Octogone-Lordat EA4156), Watorek Marzena & Fabian Santiago (Université de Paris 8 & UMR 7023)

Our study questions the relation between fluency, complexity and accuracy of case marking in the speech produced by beginner-level learners of L2 Polish. Segalowitz (2010) suggests that fluency depends on the automatisation of processes that underlie pre-task planning. Thus the distribution and duration of (dis)fluencies (such as pauses, hesitations, repetitions, length of runs and/or pace) would be associated with the complexity and accuracy of L2 production (Hilton, 2014; Kormos & Dénes, 2004), and could therefore be related to the L2 learner’s proficiency level in L2 (Rieger, 2003).

In this study (based on the VILLA project data, cf. Dimroth et al. 2013), we have analyzed the learners’ productions collected in a route direction task. Data was recorded after 14 hours of the same initial classroom input in L2 Polish (80 participants coming from 4 different L1 backgrounds: French, English, Italian and German). This task elicits complex discourse that must be structured according to the Polish morpho-syntactic rules to which the participants have been previously exposed. We show both similarities and differences between the four groups. For instance, following the results of previous studies on the role of pauses (Duez, 2001), we have found that pauses tend to be longer when they precede more complex utterances or appropriate case marking. However, we have also found dissimilarities with regard to the type, placement and duration of the disfluencies: the English group tend to produce more numerous and shorter pauses than the French one, as they would do in their L1 (Grosjean & Deschamps, 1972).

Our aim is therefore not only to validate previous results observed in other L2s through productions from learners of L2 Polish (which is rarely studied in this context), but also to consider the incidence of L1 in L2 fluency, which is still little discussed.


How Japanese learners perceive and produce clusters in French?

Rachel Albar & Hiyon Yoo (Université Paris Diderot, Laboratoire de Linguistique Formelle)

In Japanese, the phonological structure does not allow initial clusters nor consonants in coda position (except in some cases the nasal /N/, [1]) while in French, we can find up to three consonants in onset position. Therefore, in order to repair illicit clusters in the phonological structure of their mother tongue, Japanese learners of French insert an epenthetic vowel between consonants and after a consonant in coda position. Previous studies [2,3,4] have shown that Japanese speakers perceive more epenthetic vowels than French, in non-word synthetic stimuli but also in naturally produced non-words where coarticulation is kept. The aim of this presentation is to analyze how Japanese learners of French deal with clusters, in perception but also in production. Our hypotheses concern the learner’s proficiency level, the nature of the cluster but also the nature of the epenthetic vowel, and for the production part, the type of production (reading and semi-spontaneous speech). We thus run a discrimination test following the AXB paradigm with triplets of non-words following the pattern C1(V)C[I]a. Our production experiment is based on the analysis of a corpus of loanwords built with word initial consonant clusters and city names in two different type of productions (read text and maptask).

Results show that there is a great correlation between the nature of consonants and epenthesis [5]. Epenthesis occurs in production with voiced consonant especially for clusters combined with /t/, while unvoiced clusters induced less epenthesis in production and perception. Our hypothesis concerning the difficulty of /l/ due to its assimilation to the Japanese liquid was confirmed, especially in production. Acoustic analyses of inserted vowels confirmed that the epenthetic vowel was generally [ɯ] and we observed a more important error rate in perception when the stimuli used the vowel [ø]. Results were not significant concerning the level of proficiency and the type of task.

References


The Effect of Different Input Modes and Frequency of Exposure on L2 Binomial Acquisition

Sara Alotaibi, Kathy Conklin (University of Nottingham) & Ana Pellicer-Sánchez (University of UCL)

Usage-based theories of language propose that experience with language shapes its overall representation in the mind. Recurrent sequences of words (formulaic language) form an integral part of the lexicon of native speakers. Despite the importance of mastering different types of formulaic sequences in a second language (L2), little is known about the how it is learned or about the effect of different instructional methods on its acquisition. A few recent studies have shown that formulaic language can be incidentally learnt from exposure (Pellicer-Sánchez, 2015; Webb, Newton, & Chang, 2013). However, the type and amount of exposure that is needed for learning formulaic sequences is still unclear.

The current study explores whether frequency of exposure to target binomials (phrases formed by two content words from the same lexical class connected by a conjunction, such as “king and queen”) affects their acquisition in three input modes: listening only, reading only and reading while listening. L1 Arabic learners of L2 English were presented with three 1,500 word stories that contained novel binomials (e.g. “wires and pipes”) that occurred 2, 4, 5, and 6 times, as well as existing binomials (e.g. “brother and sister”) that were repeated 2 times and which served as ‘control phrases’. Participants encountered the three passages each in a different input mode. Paper and pencil tests assessed receptive and productive knowledge of the binomials (multiple choice questions, familiarity ratings, and fill-in-the-blanks task). An analysis using Generalized Estimating Equations (GEE) showed that binomial acquisition varied depending on the input modes; reading and reading while listening resulted in better performance on the post-tests than listening only. While there was no main effect of frequency, there was a significant interaction between frequency of exposure, input modes, and test type. These findings have important pedagogical applications, which will be discussed.

Pronominal subjects in the English of Arabic, Finnish and French speakers

Naif Alsaedi

Previous studies designed to investigate whether null-subject parameter settings transfer in second-language acquisition (L2A/SLA) have produced inconclusive, differing, and even conflicting results. While some researchers claim that the first language (L1) value of the parameter does not transfer into L2A, others argue that it does; furthermore, they disagree about whether its L1 value could be reset to a value appropriate to the second language (L2) (i.e., White, 1985; Tsimpli and Roussou, 1991; Liceras and Díaz, 1999; LaFond, 2001; Sauter, 2002; Judy, 2011; Orfitelli and Grüter, 2013). The aim of this study is to address these issues; it investigates the acquisition of the obligatory overt subject pronouns in English by three groups of learners whose L1s belongs to three distinct language types – namely, non-null
subject languages (French), partial-null subject languages (Finnish), and consistent-null subject languages (Arabic). The participants in each group were divided into three subgroups – lower intermediate, upper-intermediate, and advanced – on the basis of their scores on the proficiency test. The data were collected from 487 adult participants by means of a grammaticality judgement (GJ) task. The findings show evidence that all learners, regardless of their linguistic backgrounds, start off with pro-drop and then transfer their L1 setting at the intermediate and late stages of L2A.

However, the results show that there are structural and developmental constraints on when and where pronominal subjects can be null. The results provide evidence that all participants, as proficiency subgroups, treated null subjects in the two types of experimental sentences differently; they accepted significantly fewer null subjects in complement clauses than in adverbial clauses. However, only the French participants converged on the target grammar in all respects; the Arabic and the Finnish participants continued to perform non-target-like like in their judgement of null subjects, if only in adverbial clauses. Group results indicating that L2 learners’ performance varies from structure to structure suggest that null subject parameter settings cannot be reset. These findings, which show that there are structural on when and where pronominal subjects can be null, suggest that L2 learners rely on discourse licensing of null subjects. In other words, the results indicate that argument omission vs. overt expression in L2 depends on the referent’s discourse status, which can be defined in terms of a range of discourse and pragmatic notions.

The Language Learning Potential of Direct and Indirect Written Corrective Feedback: A Longitudinal Study in an Out-of-School Context

Victoria Amelohina, Rosa Maria Manchon Ruiz & Florentina Nicolas Conesa (University of Murcia, Spain)

This SLA-oriented L2 writing study intends to add to previous empirical work on the language learning potential (LLP) resulting from written corrective feedback (WCF) processing. The psycholinguistic rationale for this LLP derives from theories of attention in SLA (cf. Bitchener, 2012; Polio, 2012; Manchón & Wiliams, 2016), and the theoretical predictions have been tested in a number of empirical studies (cf.Bitchener & Storch, 2016, for a review). The potential contribution of our study derives from its longitudinal nature (in contrast to prevailing one-shot studies), the curricular framework in which it was situated, and the context investigated (an out-of-school setting). We analyzed the effects of 2 types of WCF over 6 months on 4 tasks (with writing- WR1- and rewriting- WR2) following 2 feedback sequences of direct and indirect WCF (DWCF/IWCF). Sequence 1: DWCF+IWCF+DWCF+IWCF. Sequence 2: IWCF+DWCF+IWCF+DWCF. The 2 research question asked about differences in the global percentage of errors and error types (i) across four tasks in the 2 WCF sequences, and (ii) across tasks and writings (WR1-WR2) as a function of the feedback received (DWCF vs. IWCF). The participants were 19 adults enrolled in four intermediate-level classes in an out-of-school context with the purpose of taking an accredited B2-level examination at the end of the course. The statistical analyses conducted indicated that there were no significant differences between the two feedback sequences in the global percentage of errors and the error types of all tasks and writings, although an interaction effect was found between the error type and feedback sequence, and between writing (WR1 & WR2) and error type. We also found a significant difference in the percentage of global errors and distinct error
types between Task 1 and Task 4 for all participants regardless of the feedback received. The theoretical implications of these findings will be discussed.

**SLA of Evidentiality across Romance Languages: L1 French-L2 Spanish**

José Amenós-Pons, Aoife Ahern (Universidad Complutense de Madrid) and Pedro Guijarro-Fuentes (Universidad de las Islas Baleares)

Evidential meaning, the grammatical indication of information source (Aikhenvald, 2004), is expressed in Romance languages by means of forms that encode other aspectual and modal values, such as the conditional, the imperfect indicative (IMP-IND) or future tense (Squartini, 2001). However, forms conveying evidentiality – under particular discourse conditions –, and specific types of evidential interpretations, vary across these languages, despite close typological proximity. This presentation springs from the assumption that theoretical descriptions of distinctions between the encoded semantic values of Romance verb tenses and the various modal, temporal and evidential interpretations they obtain can benefit from empirical SLA studies comparing L1 and L2 interpretations of evidential expressions, and examining the role of transfer from Romance L1s to L2s.

Data will be presented on the acquisition of evidentiality in L2 Spanish by L1 French speakers, from two interpretation tasks involving the IMP-IND with reportative or inferential evidential readings (Escandell & Leonetti, 2003; Amenós-Pons, 2015): an offline task examining L1 French speakers’ (N = 42, CEFR A2–C1 levels; L1 control group, N = 19) interpreting evidentiality in Spanish IMP-IND in if-conditional utterances; and an online interpretation task (N = 70, CEFR A2–C1; L1 control group, N = 25) involving a variety of Spanish tense-aspect combinations, of which here we report only on further uses of IMP-IND with evidential readings.

Our results suggest that, in contrast with other tense uses common to French and Spanish, the specificity of the conditions leading to evidential interpretations of the IMP-IND in each language reduce the potential benefits of L1 transfer. Some theoretical considerations related to the interpretability hypothesis (Hawkins & Hattory, 2006; Tsimpli, 2007) will be discussed. Finally, in connection to these conclusions on the acquisition of IMP-IND as a mark of evidentiality, we discuss the consequences for the study of the Spanish future tense as encoding evidential meaning (Escandell-Vidal 2015).


How does childhood bilingualism and bi-dialectalism affect the interpretation and processing of different types of implicature?

Kyriakos Antoniou (University College London), Alma Veenstra (University of Cambridge), Mikhail Kissine (Université libre de Bruxelles) & Napoleon Katsos (University of Cambridge)

Previous research reported a bilingual advantage in pragmatics [1]. A recent study, however, found no multilingual or bi-dialectal advantage in understanding implied meanings (implicatures) [2]. In this research, we investigated whether a bilingual/bi-dialectal advantage with implicatures might be found (1) for implicatures not previously examined (e.g. irony) and (2) at the processing level.

44 Dutch-French bilingual (121-144 months old), 46 Dutch-West Flemish bi-dialectal (121-155 months old), and 48 Dutch monolingual children (ages 121-145 months) were given: (a) a test on irony, scalar, relevance, manner, contrastive implicatures, and metaphors. Accuracy and reaction times (RTs) were recorded. (b) The Word Definitions Test [3] and Peabody Picture Vocabulary Test (PPVT) [4]. (c) The Family Affluence Scale (FAS) [5] and parental education levels for socioeconomic status (SES).

A Principal Component Analysis on implicature scores (excluding relevance because of ceiling performance) showed that scalar and contrastive implicatures loaded on one factor, metaphors and manner implicatures on a second and irony on a third. We formed composite scores from related variables: Vocabulary (from Word Definitions and PPVT), SES (from FAS, and parental education levels) and two Pragmatics scores. Analyses on background measures indicated that bi-dialectals tended to be older than bilinguals (p=.08) and monolinguals (p=.06); monolinguals had a higher Vocabulary than the other groups (all ps<.05); and bilinguals had a higher SES than the others, while monolinguals had a higher SES than bi-dialectals (all ps<.05). A between-group analysis on Pragmatics (Pragmatics-1, Pragmatics-2, Irony) with age, Vocabulary, and SES covaried indicated a non-significant group effect (F(2, 124)=1.30, p>.05) and a non-significant Pragmatics x Group interaction (F(4, 184.776)=.729, p>.05). Similar results were obtained when Vocabulary was not covaried and when we analysed RTs.

We conclude that bilingual/bi-dialectal school-aged children do not exhibit an advantage, but rather maintain a monolingual-like level of implicature understanding and processing despite lower vocabularies.


**Measuring the conceptual development of International students with the use of concept mapping activities in an online L2 academic context**

Celia Antoniou (University of Portsmouth)

This talk will explore how concept mapping can be both used as an instructional tool and as an assessment tool with L2 learners of English in an online academic context (Novak, J. D., & D. B. Gowin, 1984). Given that the study was conducted in an online environment the theoretical framework was provided by socio-cultural theory with an emphasis on how the designed pedagogic unit could foster conceptual development. In particular, data will be presented to demonstrate how concept mapping served as a tool to support, facilitate, promote, and evaluate the students’ development of understanding in the field of Applied Linguistics. In this study, concept mapping was (a) integrated into reading skills instruction, (b) employed as a repeated measure to capture the ongoing development of ideas, (c) used individually as well as collaboratively, and (d) scored quantitatively and qualitatively by comparison with expert concept maps.

The study involved 13 L2 advanced International English students doing postgraduate studies at an English university. Drawing on activities obtained by transcribing individual activities (think-aloud) and recorded concept mapping activity, the findings revealed that the training helped most of the participants develop a deeper understanding of academic texts at a conceptual level. Insights into how the development of the learners’ ability to effectively use concept maps proved to be supportive and facilitated the development of advanced concepts in applied linguistics were also gained through analysis of the qualitative data. On the basis of these findings, the value of the use of concept maps will be discussed in relation to successfully supporting and measuring conceptual development and the participants’ opinions will also be presented within this context.

References


**Language Learning Motivation Research in Japan: A Systematic Review**

Takumi Aoyama (University of Warwick)

This study, drawing upon the method of systematic review, aims to comprehensively review a collection of papers on EFL motivation conducted in the Japanese context. Systematic review is an approach to research synthesis which adopts a systematic
search of scholarly databases, and has advantages over traditional narrative-subjective review in its objectivity and comprehensiveness. Research synthesis has become popular after Norris & Ortega’s (2000) seminal work of meta-analysis in the field of second language acquisition. In the L2 motivation research, Boo, Dörnyei and Ryan’s (2015) comprehensive review and Aoyama’s (2016a, 2016b) have discussed the potential of research synthesis and meta-analysis on L2 motivation studies. In their systematic review, Boo et al. (2015) have concluded that a number of studies were conducted in Japan, and Japan is one of the most active research sites of L2 motivation. However, the article pool used in their study only included the papers published in international journals and book chapters; hence, there may be a potential bias due to the selecting criteria in the sampling procedure. Together with the papers published in the international journals, therefore, this study examines the papers that have been overlooked in Boo et al’s systematic review (e.g., papers published in Japanese). In this study, the article pool was developed through a data collection using a systematic literature search of scholarly databases (e.g. ERIC, Google Scholar) and manual search techniques recommended in Plonsky and Brown (2015). Also, to reflect the research trends in Japan, articles published in Japanese domestic journals developed in Aoyama (2017) were added to the article pool. Papers in the article pool were evaluated based on the type of papers (e.g., theoretical/empirical/practitioner), theoretical framework, research method, and demographics of the study. Results are compared with Aoyama’s (forthcoming) systematic review of the articles published in the Japanese domestic journals.


Spatial static description in Chinese L2: How to organize the flow of information?

Arnaud Arslangul (INALCO)

In this study, we analyse a type of discourse called “static spatial description” (Carroll & von Stutterheim 1993, Carroll et al. 2000, Hendriks & Watorek 2008) and the interactions that exist between the morpho-syntactic, information and discursive structures in Chinese and French L1 and in Chinese L2. The research questions that we assess are based on Levelt’s (1989) language production model: Does the structure of the language in which the speaker produces his speech have an impact on the selection and linearization of the information expressed? And if so, what happens during production in a foreign language? The database consists of 4 groups of 18
speakers: French native speakers, Chinese native speakers, Chinese L2 beginner and intermediate level groups. The informants were asked to describe a poster showing an old center of a town to an unknown interlocutor who was unfamiliar with the picture. The analysis is carried out within the framework of a semantic model of information organization, the Quaestio model (von Stutterheim & Klein 1989). It was observed that: (1) the two groups of native speakers showed significant differences at the three structural levels; (2) beginner level learners performed a very basic description of the picture because of a lack of language means; (3) intermediate level learners showed a development toward the target language patterns in respect to morpho-syntactic forms, but they also exhibited a significant difference in respect to the way they organize and shape the flow of information between utterances. We can conclude that the morpho-syntactic means of a language (NP, PP, adverbs) have an influence at the discursive level in the L1 speech. Learner’s productions show a clear evolution between the two groups. The main persistent difficulty at the intermediate level occurs in the organization of the information.


**Conceptual transfer effects in the L2 English of Italian L1 learners as they attempt to express distinct temporal concepts**

Sam Austen (The Open University) & Scott Jarvis (Ohio University)

Up to now, researchers have found it challenging to distinguish the effects of conceptual transfer (CT) from the effects of other types of transfer (formal, semantic) in L2 production (Jarvis 2016:2). Recent methodological innovations have mitigated this problem somewhat, and the present study relies on such innovations in order to assess the extent to which references to temporal relationships by Italian-speaking learners of English reflect CT. The present study also aims to distinguish between two subsets of CT: concept and conceptualisation transfer (Jarvis 2011:1). Concept transfer refers to the influence of L1 stored conceptual knowledge, and conceptualisation transfer to the influence of L1 conceptualisation patterns - both developed through exposure to one language - on the production of another. Any study exploring the distinction between different types of CT needs to examine the cognitive processes and stored representations in the mind of the speaker which
underlie such instances (Jarvis 2016:20). Therefore, a cognitive linguistics framework was adopted to: i) delineate the cognitive processes that may underlie CT; and ii) reveal areas of potential conceptual difference for investigation within the tense and aspect systems of English and Italian.

A twenty item cloze test targeting areas of potential conceptual difference between Italian and English was administered to 54 Italian-speaking learners of English (experimental group), 30 L1 English speakers (control), 50 L1 Italian speakers (control) and 40 L1 Maltese speakers (control). This was also used to generate qualitative think aloud reports in 12 participants (6 of the experimental group and 6 L1 English speakers). Statistical results showed a higher error rate for target concepts in the experimental group. Think aloud reports revealed and explained specific examples of CT, and allowed for a distinction between concept and conceptualisation transfer. This novel mixed method approach represents an important and original contribution to CT research to date as it serves to unmask CT despite its numerous guises.


**Effects of cognitive task complexity, working memory and language proficiency on second language performance**

Anas Awwad and Parvaneh Tavakoli (University of Reading)

Research in task design has provided ample evidence that task complexity has an impact on L2 learners’ performance in terms of complexity, accuracy, and fluency (e.g. Gilabert et al., 2009; Robinson, 2001; Tavakoli & Foster, 2008). While this body of research has been prolific in examining the effects of task complexity (TC) on L2 performance, little attention has been paid to examining possible interaction(s) between task design and learner individual differences. Building up on the findings of a previous study (Awwad, 2015), the study presented here set out to examine the effects of degree of Intentional Reasoning (IR) in oral narrative tasks on L2 performance and the interaction between these effects and learner language proficiency (LP) and working memory (WM).

The study had a 2 x 2 within-participant factorial design. The participants were 48 L2 learners of English at a secondary school in Jordan. They performed two video-based oral narratives with two degrees of IR. To prevent any practice effect, a counter-balanced design was employed. Prior to performing the tasks, the participants took an Oxford Placement Test (Cambridge, 2001) and elicited imitation tasks (Wu & Ortega, 2013) to measure their LP, and backward-digit span tasks in L1 and L2 (Wright, 2010) to measure their WM. Their oral performance was analysed in terms of a number of *CALF measures. The results suggest that IR has a clear impact on L2 performance. Even though main effects are detected for LP and WM on some aspects of L2 performance, no interaction effects are significantly observed between TC and LP or WM. The findings further suggest LP as a reliable predictor of certain aspects of performance. The findings imply that considering cognitive task complexity in isolation may provide a too simplistic picture of what is happening during processing.
task performance resulting in missing a more holistic picture. The findings have also substantial implications for research in L2 pedagogy and SLA.

*CALF: The four aspects of L2 performance (syntactic complexity, accuracy, lexical complexity, and fluency)

**Observing and producing pitch gesture enhance tones and words learning in mandarin Chinese**

Florence Baills, Nerea Suárez González, Santiago González Fuentes & Pilar Prieto (UPF)

Research in gestures and second language acquisition has described the positive effects of observing iconic gestures on L2 vocabulary learning (e.g., Kelly, McDevitt, & Esch, 2009) as well as the positive effects of beat gestures on both L2 pronunciation (e.g., Gluhareva & Prieto, 2016) and vocabulary learning (e.g., Kushch, Igualada, & Prieto, 2016). Nonetheless, more research is needed on the potential beneficial effects of using pitch gestures (e.g. a specific type of metaphoric gesture that mimics melody in speech) in the learning of L2 suprasegmental features. Morett & Chang (2015) reported that a brief training with pitch gesture production had beneficial effects on Mandarin L2 word learning compared to other types of gestures. However, (a) the role of pitch gestures on acoustic pitch identification abilities and (b) the potential effects of observing or producing these gestures in the acquisition of tones and words need to be further assessed.

In a between-subject design, a total of 107 Catalan participants with no previous knowledge of Chinese were asked to observe (Experiment 1) and produce (Experiment 2) pitch gestures during a short multimodal training session on Chinese tones and words. In both experiments they were tested on tone identification and word learning abilities. The results of Experiment 1 showed that training with pitch gestures strengthened (1) lexical tones identification; (2) word-meaning recall and (3) word-meaning association of newly presented Mandarin words that only differ in tone more than a training without gestures. Similarly, the results of Experiment 2 revealed the benefits of producing gestures compared to only observing the gestures and repeating the words aloud. A comparison of the results of the two experiments revealed that there was no significant difference between gesture observation and gesture production. These findings may be an incentive to start implementing more efficient multimodal approaches in the CSL classroom.


The effects of active musical training on learning the pronunciation of a foreign language

Florence Baills (UPF)

There is evidence that musicians have higher abilities in a foreign language in terms of sound perception, comprehension and discrimination. Moreover, results from previous longitudinal studies have reported that musical training leads to modification in brain plasticity and enhanced speech abilities in a first language (see Besson et al., 2015, for a review) as well as phonological awareness and reading abilities (Tierney & Kraus, 2013). However, no longitudinal study has determined yet the effect of music training on pronunciation skills in a foreign language. As metrical rhythm in music and speech may rely on shared brain resources (Cason, Astésano, & Schön, 2015) and rhythmic entrainment has beneficial effects on speech production in speech-impaired populations (François et al., 2015), this study hypothesize that active musical training with rhythmic elements help children learning and pronouncing words and sentences in a foreign language.

In an experiment that will take place in April-May 2017 in a primary school, 78 height-years old Catalan-Spanish bilingual children will learn 25 French words and basic phrases in three different conditions, one group will learn the words through active games, the second group will undergo a 20 minutes’ rhythmic training and then learn the words with active games, and the third group word learning will take place integrated in the rhythmic training. The rhythmic training is based on Dalcroze’s Eurhythmics. Word learning and pronunciation will be assessed through a vocabulary test and an imitation test with known and unknown items in French as well as with items from a different language. I expect the multimodal learning group (integrated rhythmic training) to have better result in both tests. A significant improvement of group 2 (consecutive rhythmic training) over group 1 (no rhythmic training) would mean that the musical training in itself has positive effect on learning and pronouncing words in a foreign language.


A Multimodal investigation into L2 learners’ use of Epistemic markers in doctoral supervision sessions

Samira Bakeer (University of Nottingham)

While research on epistemic stance has received a considerable amount of attention from a variety of perspectives, few have examined how L2 learners mark their epistemicity in spoken discourse. The current study seeks to extend the research on interlanguage pragmatics by adopting a multimodal approach to closely examine how language learners negotiate their knowledge and express their attitudes in spoken interaction. Given that epistemic marking can also be conveyed by audio-visual features (Roseano, González, Borràs-Comes & Prieto 2016), the study is drawn upon a growing body of research that incorporates multimodality into the analysis of talk-in-interaction (Bezemer & Jewitt 2010). It is also informed by a combined corpus linguistics and conversation analysis methodology (O’Keeffe and Walsh 2012). The data analysed is taken from the Multi-Modal Corpus of Arabic Learners of English (MCALE) which is constructed from dyadic face-to-face interactions between Arabic doctoral students and their supervisors. To take all feasibly correlating modes into account, four video-recording sessions (4.45 hours of speech, 28733 words) have been transcribed and annotated at several levels (verbal, gestural and prosodic). Overall, the results showed that L2 speakers produced 13 different Epistemic Markers (EMs), four of which appear to dominate learners’ expression of epistemicity. These are: I think, I mean, you know, and I don’t know. A close examination of the data indicates that these markers fulfil a number of subjective and intersubjective functions. A further analysis reveals that Epistemic stance can also be expressed through a multifaceted interplay between lexical and audio-visual forms. The results also open up new opportunities for considering the impact of contextual factors on the use of EMs. It is argued that exploring EMs in supervision sessions illuminates many interactional tenets that might not be attended in other contexts.

References


Orthography-induced length contrasts in the L2 phonological systems of Italian speakers of English

Bene Bassetti (University of Warwick), Mirjana Sokolovic-Perovic (University of Reading), Paolo Mairano & Tania Cerni (University of Warwick)

In instructed contexts, second languages are usually acquired through a combination of written and spoken input. Recent research has shown that L2 orthographic forms can affect L2 production (Hayes-Harb, Bassetti & Escudero, 2014). For example, Italian speakers of English produce longer closures in plosives spelled with two than with a single consonant letter (kitty vs. city), applying L1 grapheme-phoneme correspondences to L2 orthographic forms (Bassetti, 2017). The aim of the present study was to examine if L2 orthography can result in speakers producing phonological minimal pairs that do not exist in the L2, thus demonstrating the existence of a phonological contrast in their phonological systems not present in the target language.

Participants were Italian learners of English, Italian-English late bilinguals and native British English speakers (each n=30). They performed a word reading aloud task, producing target words in a carrier sentence three times. The targets were 33 orthographic minimal or near-minimal word pairs, i.e. homophonic word pairs in which the target consonant or vowel was spelled with two letters in one word and with one in the other: e.g. Finnish - finish (both /ˈfɪnɪʃ/); seek - Sikh (both /siːk/). Italian speakers of English were expected to produce such English homophonic word pairs as minimal pairs, by realising the target segment as longer when spelled with two letters than when spelled with one letter (longer [n] in Finnish than finish; longer vowel in seek than Sikh).

Acoustic analysis revealed that Italian speakers produced English homophonic word pairs as phonological minimal pairs distinguished by consonant or vowel length. The effect was found in both learners and late bilinguals, suggesting that length of exposure to a target-language environment does not reduce orthographic effects. There was no difference in the production of native English controls. Results have implications for models of L2 phonological development.

References


Divergence in Production without Deficiency in Representation: Passives in Turkish Heritage Speakers’ Turkish and German

Fatih Bayram (University of Reading), Jason Rothman (University of Reading; UiT the Arctic University of Norway), Michael Iverson (Indiana University), David Miller, Eloi Puig Mayenco (University of Reading), Tanja Kupisch (University of Konstanz) and Marit Westergaard (UiT the Arctic University of Norway; NTNU Norwegian University of Science and Technology)
Divergence of adult heritage speaker (HS) grammars from monolingual norms have been well attested (i.e., Montrul, 2008, 2016). Adult HSs of Turkish have also been shown to use simple conjunctions instead of clausal linkage and subordination, regarded as failure to acquire certain features of Turkish grammar and to attain a non-monolingual-like proficiency (Backus, 2004; Treffers-Daller, et al., 2007; Verhoeven, 2004). Recent studies (e.g., Rothman, 2007; Pascual y Cabo and Rothman, 2012; Putnam and Sánchez, 2013; Kupisch and Rothman, 2016) suggest that such diverging grammatical outcomes in adult HSs may be due to alternative paths of language development inherent to bilingual environments. It is, however, difficult to determine how and why adult outcomes of HS bilingualism obtain the way they do because this requires the reconstruction of developmental paths from the end-state data.

To address this issue we examine HSs of Turkish in Germany at an early age of development (age=12,7; n=22), and monolingual controls of the same age group in Turkey (age= 12,3; n=20) and Germany (age=12,1; n=20), using a structured elicitation task for production of passives to see whether HSs have the representation of passives in their mental grammars, and to investigate the relative weight of factors such as age at time of testing, immigration status of the Turkish parents and L1 literacy.

The results of the logistic mixed model show that all HSs have the underlying representation for passives in both Turkish and German; that is, they produce passives in both of their languages. The model, however, showed a significant effect of only literacy level (F (3,596) = 6.119; p < .001); none of the other main effects and interactions were significant (all ps > .1). Higher the level of L1 literacy correlated with greater numbers of passives as compared to the HSs with no literacy. We discuss that although there are differences on the surface as regards use, the heritage speakers have the same underlying mental representation and morphological/morphosyntactic exponents in both their L1 and L2.

Selected References


**Predicting foreign language ability in large-scale assessment: the influence of typological distance to L1, motivation, and other factors**

Raphael Berthele, Peter Lenz & Elisabeth Peyer (University of Fribourg)
A general claim in SLA and multilingualism literature is that individuals who already master two or more languages benefit from a headstart in learning additional languages (Jessner 2008). However, other researchers have found little evidence for a general advantage but rather evidence for the importance of typological distance of well-mastered languages (L1, L2, Lx) to the target language (Schepens 2014). We report the results of a large-scale assessment carried out in central Switzerland. Foreign language ability in French as a foreign language in several skills was assessed in 6th (N=1440 for writing, reading and listening comprehension, N=562 for speaking) and 8th graders (N between 1560 and 2100 for writing, reading and listening comprehension, N=922 for speaking).

In this area of German-speaking Switzerland, French is taught as the second foreign language after English. Foreign language ability is modelled as a function of several predictors, among which socio-economic and other family-related background variables, foreign language motivation and anxiety, differences in the local school curricula, and the typological distance of the home languages to the target language. Typological distance is measured via different operationalizations, both regarding lexical and morphological distances (Bakker et al. 2009, Lupyan & Dale 2010). The results show the expected covariation of exposure (based on curricular differences), motivation, gender and socio-economic status with foreign language ability. In addition to these factors, however, the typological distance of languages spoken at home to the target language explains a considerable amount of variance. We discuss variation in the influence of linguistic distance as a predictor across the different skills measured as well as methodological aspects of our investigation. The results suggest that second and additional language acquisition theory should be more specific regarding claims on the alleged advantages through bi- and multilingualism in multilingual language learning and use.


Implicit learning mechanisms in long term L2 morphosyntactic attainment: an aptitude-treatment design

Cylcia Bolibaugh (University of York) & Pauline Foster (St Mary's University)

Two recent strands of research have sought to identify the extent to which implicit learning mechanisms remain available to adult second language learners (see e.g. Rebuschat 2015), and to validate the types of knowledge (implicit vs explicit) measured by grammaticality judgment tests (e.g. Bowles 2011, Godfroid et al 2013, Gutiérrez 2013, Vafaee et al 2016). The present study contributes to both questions by exploiting the input and learning differences afforded by age of onset and context of acquisition in a modified aptitude-treatment design. We investigate the relationships
between cognitive IDs thought to underlie implicit learning (pSTM and sequence learning) and auditory GJT performance, in 80 Polish long term (>12 years), daily users of English, varying in context of learning and use (second vs foreign language), and age of onset, (1 < AoO < 35 years).

Data were analysed using mixed effects logistic regression models, examining the interactions of age of onset with grammaticality, learning context, and cognitive variables. For immersed learners, increases in age of onset mark a growing dissociation in accuracy between grammatical and ungrammatical sentences, with correct rejection facilitated by pSTM; conversely, learners in a foreign context display significant AoO effects for false alarms of grammatical sentences with no influence of cognitive variables.

These findings suggest: (1) that the classic AoO function in immersed naturalistic learners indexes a decline in the ability to learn from implicit negative evidence, rather than a decline in implicit learning generally, (2) that this decline is partially mitigated in learners with better pSTM, and (3) that early onset in foreign language settings results in a more stable (and possibly implicit) language base. Results also highlight the need to consider not the only demands of a particular task but the type of knowledge brought by the learner when validating the use of grammaticality judgment tests.


The Differential Effects of Comprehensive Feedback Forms in the L2 Writing Class

Marisela Bonilla López, Elke Van Steendam, Dirk Speelman & Kris Buyse (KU Leuven)

Responding to L2 learners’ written errors comprehensively has been said to impose a heavy cognitive load, overwhelm learners, and militate against their ability to process corrections (Bitchener, 2008; Ellis, Sheen, Murakami, & Takashima, 2008; Sheen, Wright, & Moldawa, 2009). Our work seeks to test such cognitive-, accuracy-, and attitudinal-related claims, which thus far have received little empirical attention. Thus, the present study fills a gap by looking into the differential effects of comprehensive corrective feedback forms on learners’ cognitive load, immediate grammatical accuracy, L2 development, and attitudinal engagement.
Our baseline for a comparison consisted of four experimental conditions (direct corrections on grammatical errors; metalinguistic corrections with codes on grammatical errors; direct corrections on all surface-level errors; metalinguistic corrections with codes on all surface-level errors) and a control group (self-correction). A total of 139 low intermediate EFL university writers were randomly assigned to either a treatment or a control group. They produced four pieces of writing, received feedback on two of them, and revised one. Also, a mental-effort based measure of cognitive load (Paas, 1992) and a questionnaire of attitudinal engagement were administered.

We formulate the hypotheses bearing in mind the number of targeted issues, the explicitness of the corrective information, and the level of engagement that the revision task required. Mixed-model analyses reveal some patterns of significance that concur with our expectations. Main results show that direct correction on grammatical errors imposed the lowest cognitive load, brought about the most immediate grammatical accuracy (during text revision), and yielded the most L2 development (four weeks after the treatment). More significant contrasts were found for attitudinal engagement, where learners receiving direct correction on all surface-level errors reported comprehending the feedback significantly more than their metalinguistic counterpart. Theoretical and pedagogical implications are discussed.


Discourse cohesion in a Romance-Germanic languages contact environment: lexical and syntactic preferences for additive linking in Switzerland

Audrey Bonvin (University of Fribourg)

Comparative studies on German and French concluded that there is a “German way” (assertion-oriented) and a “French way” (entity/predicate-oriented) to organize narrative discourses, respectively that native French and German speakers answer to a different Queastio (concept from Klein & von Sutterheim 2002): they enhance cohesion differently when highlighting additive relations across utterances (Dimroth et al. 2010; Dimroth & Benazzo 2015), e.g.:

• Very frequent use of the additive particle in post-finite position in German: t1) Nina hat einen Kuchen gekauft (“Nina bought a cake”); t2) Paul hat auch einen Kuchen gekauft (“Paul bought a cake too”).
• More variation, e.g. use of comparisons in French: t2) Paul a fait la même chose (“Paul did the same”).

In L2 studies on additive and contrastive anaphoric relations, adult learners produced mixed utterances: even if they use some patterns of the L2, they do not fully correspond to the target-like forms or functions (e.g. Benazzo & Andorno 2010; Benazzo et al. 2012).

This PhD project aims to explore possible convergences in information structure in oral narratives by bilingual Swiss-German and Swiss-French speakers in their two languages at different degrees of language proficiency and dominance. First, a replication study (segmented movie retelling) with “monolingual” Swiss-German and Swiss-French speakers has been conducted to verify if the observations from the above mentioned studies on French and German L1 can be observed in the Swiss data as well. Although the results overall show similarities between the utterances in standard vs. Swiss-German and the utterances from French vs French-speaking Swiss, some convergences and dialectal effects were observed, too.

In discussing these preliminary results, I will focus on their possible interpretations and consequences for future directions, which will be the collection and analyses of bilingual data.

References


The extent to which L2 semantic-syntactic stages of lexical development differ between participants of different L1 language backgrounds

Paul Booth (Kingston University), Jon Clenton (Hiroshima University) & Jo Van Herwegen (Kingston University)

This paper explores Jiang’s (2004) model of second language (L2) vocabulary acquisition. Jiang observed continued first language semantic mediation in L2 processing among a group of L2 speakers. The current paper contends that mediation might also depend on the developing proficiency in the L2 learner as well as the
relationship between the L1 and L2. Accordingly we explore the extent to which L1 background might influence semantic and syntactic processing in an L2 (English). We examine three different L1 subject groups (n=20 per group): First Language English (FLE), Indo-European: Italic, and Japanese.

We base our reaction time (RT) testing on Pavlenko (2009) who suggests the need to explore why there may be differences in semantic mapping of L2 lexical items. We measure our L2 (English) learners’ vocabulary size, as our independent variable, and to act as a proficiency proxy. We report on a comparison of two L1s, one of which share the same word order as the L2, and the other whose canonical word order differs. Using the FLE subject group as our control, we compare the choices made by our three groups. Two RT experiments were conducted to determine whether strings of words reflect FLE syntactic as well as semantic choices.

Initial findings suggest that L2 word order judgement latencies are mediated by L1 word order. We suggest, however, that L2 semantic judgement latencies seem less mediated by differences in L1 word order. We discuss these findings considering Jiang (2004) and Pavlenko (2009, 2014) in terms of the role L1 word order might take in L2 syntactic and semantic processing.

References


The written production of inflections in L1 / L2 French: a study on the effect of syntactic complexity and phonological perception

Marco Bril (Vrije Universiteit Amsterdam)

The effect of syntactic complexity and phonological perception of the inflection morpheme (henceforth: ‘audibility’) on the L1 and L2 acquisition of inflectional morphology has been widely studied (e.g. [1]). However, less attention has been paid to these effects on written language production. Syntactic complexity plays a role in the accuracy of written inflections in both L1 and L2 ([2]). In contrast, the audibility of inflections does not have an effect on written inflections in L2 ([3]), but in L1 it does ([4]). This study provides new insights with respect to the effect of audibility and syntactic complexity on written L1 and L2 inflections. We focused on adjectival inflections in L1 and L2 French and hypothesized that in both L1 and L2 more agreement errors are made in structures with a big Goal-Probe distance than with a small distance. In addition, in both L1 and L2 French more writing errors are expected in ‘silent’ inflections than in audible ones. In a fill-in-the-gap task, presented on a screen, monolingual L1 learners of French (n = 40) and French L2- Dutch L1 learners (n = 45) had to select the correctly inflected adjective or past participle for 160 test items. The items were manipulated for three factors: Position (attributive vs.
predicative position), Lexical Category (adjective vs. past participle) and Audibility (audible vs. silent). Finally, accuracy scores were computed per test condition. The main results show that in written production, both L1 and L2 learners make fewer inflection errors in attributive position than in predicative position. The findings also support the idea that both syntactic complexity and audibility interacts with other factors (i.e. lexical category). The overall findings can be taken in line with the multiple factors approach ([1]), which is thus also compatible with both the L1 and L2 acquisition of written inflections.

References


Establishing the influence of systematic phonetic training in a foreign language on the quality of spoken-word processing – a research proposal

Bartosz Brzoza (Adam Mickiewicz University)

L2 proficiency and bilingual experience have been evidenced to facilitate non-native spoken language processing (e.g. Schmidtke 2014). While such factors are studied extensively, the impact of explicit pronunciation training on language processing is understudied. Research shows that phonetic training in L2 develops learners’ perceptual and articulatory abilities (e.g. Insam and Schuppler 2015). Yet, whether the acquisition of L2 phonetic skills modifies L2 processing (Walley and Flege 1999, Frenck-Mestre et al. 2011) remains unknown. My doctoral project aims at establishing the hypothesised effect of instructed training in L2 pronunciation on spoken-word recognition. A longitudinal study will gauge the quality of auditory processing before and after phonetic training offered to Polish learners of English. This will be done with a variety of research methods. Eye-tracking tasks involving pupillometry and the proportions of fixations to different types of stimuli will indicate retrieval effort and the amount of lexical competition in online language comprehension. Auditory lexical decision tasks with cross-modal priming will provide response latencies to real and inaccurate stimuli. These studies will be complemented with recording participants’ speech. The recordings will benefit the analysis of the progress in L2 phonological behaviour.

A series of experiments will be conducted in two stages of the phonetic training offered to learners of English as L2 and with a group of English native speakers (a baseline for comparisons). It is hypothesised that learners of L2 English will first
exhibit highly imperfect patterns of auditory processing. Undergoing the phonetic training will approximate L2 learners’ spoken-word recognition skills to those exhibited by native speakers. Lexical competition and cognitive effort are expected to decrease as a function of training. It is assumed that the degree of individual progress in the acquisition of correct pronunciation will modulate success in spoken-word recognition tasks. The proposed multifaceted investigation enables broad description of the relationships between phonetic training and L2 speech comprehension.


Word writing vs. word voicing: which is a better method for learning L2 vocabulary?

Sarah Candry (Ghent University), Julie Deconinck (Vrije Universiteit Brussel) & June Eyckmans (Ghent University)

Structural elaboration, i.e. increased attention to word form, can aid an L2 learner in retrieving the form of a newly learned word (Barcroft, 2002). Writing down new vocabulary can be considered a structural elaboration technique. Previous research has demonstrated that word writing promotes L2 word form retrieval as compared to a semantically elaborative condition (Elgort, Candry, Boutorwick, Eyckmans & Brysbaert, 2016). However, the advantage of word writing may not be maintained when the technique is compared to another structurally elaborative condition. Therefore, the present study compared a word writing condition with a condition in which learners said the new L2 vocabulary out loud.

67 Dutch-speaking learners of German learned 24 unknown German words in three conditions. In the word writing condition, learners were given 20 seconds to write the target word down repeatedly. The word voicing condition required the learners to say the target word out loud repeatedly for 20 seconds. In the control condition, learners were given 20 seconds to read a sentence containing the new L2 word. After the learning procedure, the participants completed a lexical decision task, a form recall test and a meaning recall test. These measures of word knowledge were administered again one week after the learning treatment, at which time the learners’ receptive and productive German vocabulary size were also gauged.

The data suggest that immediate form recall is better when words are learned in the word writing condition than in the word voicing condition, though this advantage
seems to disappear after one week. The pedagogical implications of the results will be discussed.


Trying out language in EFL task-based interaction

Montserrat Capdevila and Elisabet Pladevall-Ballester (Universitat Autònoma de Barcelona)

Peer interaction has been shown to benefit the learning of a foreign language by creating opportunities to receive modified input, produce modified output, provide and receive feedback, negotiate for meaning and test hypotheses about language (Mackey, 2007, 2012; Pica, 2013, Philp, Adams and Iwashita, 2014, among others). EFL contexts of limited exposure to the target language, particularly those involving learners with a range of low to intermediate proficiency levels, have not been extensively studied but provide a very suitable environment to explore learning opportunities during conversational task-based interaction. Such learning opportunities may occur in the form of language-related episodes (LREs), where learners “talk about the language they are producing, question their language use, or correct themselves or others” (Swain and Lapkin, 1998: 326). Within an EFL context of limited exposure (i.e. 3 hours per week), this paper explores early adolescents’ experimentation with language during peer interaction in a spot-the-differences task and with learner proficiency as a mediating factor. More specifically, 98 12-13 year-old children were paired into mixed and matched proficiency dyads (intermediate-low, intermediate-intermediate, low-low) and their oral production was analysed in terms of frequency of occurrence and types (i.e. form-based and lexical-based) of LREs, whether and how they were resolved (i.e. using the learners’ L1, the L2, metalinguistic or implicit knowledge) and who initiated them in mixed dyads. The analysis revealed that the frequency of occurrence of LREs was much higher in mixed-proficiency dyads than in low matched dyads and that they were mainly lexical and initiated by the low member of the dyad in mixed pairs. Lexical LREs were resolved mainly through the use of the L2 and form episodes were resolved implicitly. However limited these learners’ interactions are in relation to their attention to language forms, noticing occurs, awareness is acknowledged and L2 learning is indeed promoted.

References


Attitudes towards L2 speech by L2 users: a verbal guise study

Walcir Cardoso (Concordia University) & Viktoria Magne (University of Cumbria in London)

There has been a shift in L2 pronunciation studies to target intelligibility as the focus of analysis and goal of instruction, not native-like norms (e.g., Derwing & Munro, 2005). However, in current studies, intelligibility is often determined by native speakers (e.g., Trofimovich & Isaacs, 2012). Rare exceptions include studies by Jenkins (2000), for example, who identified the dimensions of communication breakdowns among L2 users in a multilingual context. In addition, current studies focusing on intelligibility have not examined how variation in L2 speech (i.e., levels of accentedness) affects listeners’ attitudes towards L2 accents. Research into language attitudes suggests that L2 speakers often hold negative attitudes towards their own and other L2 accents (e.g., McKenzie, 2008), but attitude research has not named the exact features that impact L2 users’ perceptions, except for Beinhoff (2013), who concluded that variation in consonantal production influenced how listeners perceived their L2 interlocutors.

To further investigate what phonological features are at play in triggering a range of attitudes towards L2 speakers, we designed a study using the verbal guise technique (Garrett, 2010) to elicit spontaneous reactions to L2 accented speech with two levels of accentedness. The voices consisted of oral samples by male and female Arabic and Chinese speakers reading an elicitation paragraph in their L2 English. Thirty participants were asked to fill-out an attitude questionnaire for the voices they heard and, in addition, to name the phonological features that helped them identify each accent. We then compared the attitudinal ratings with the pronunciation features identified by the participants. The results point to non-segmental features playing a stronger role in language attitudes. We will discuss the implications of our findings for L2 pronunciation research and pedagogy.


Language Performance of L2 English teachers: Complexity, accuracy, fluency, and second language acquisition

Cirsten Carlson (University of Hildesheim)

An increasing demand for English instruction around the globe has long since accompanied large numbers of teachers who speak English as a foreign language. This on-going project aims to take teachers as foreign language speakers into consideration as possible factors in the acquisition of English as a second language. First, the study analyzes how non-native English teachers perform linguistically and second, it looks at whether the teachers’ performance could have an impact on the second language acquisition of the students they teach. In the first study, the spoken language of eleven teachers was recorded during interviews. All participants speak and teach English as a foreign language at elementary schools in a non-English speaking country. The language produced in the interviews was analyzed according to complexity, accuracy, and fluency (CAF) measures. The main research questions are as follows: (1) How do the teachers perform considering complexity, accuracy, and fluency? (2) How do complexity, accuracy, and fluency relate to one another? Does one dimension come at the expense of another? The results of this study illustrate what constitutes the teachers’ L2 English performance and how each CAF dimension of language performance relates to each other. First findings suggest that relationships between accuracy, complexity, and fluency exist, yet at differing strengths.

In the second study, about 150 students of a sub-set of teachers were tested for their receptive grammar and vocabulary skills by administering the British Picture Vocabulary Scale III and the ELIAS Grammar Test II at two times. The guiding research questions are the following: (3) How do the students perform on the receptive grammar and vocabulary tests? (4) How do the teachers’ linguistic performances relate with the outcomes of their students? The results may provide insights into the foreign language performance of L2 English teachers on the one hand and their possible effects on the students’ outcomes on the other. Additionally, the findings add to an understanding of possible trade-off effects in second and foreign language production – all of which could have implications for foreign language teacher education.

References


Learning Korean classifiers: a first exposure study

Susanne Carroll & Lindsay Hracs (University of Calgary)

Classifiers are functional categories subcategorizing nominals along a restricted set of semantic parameters (Talmy 1992: 131). In numeral classifier languages, a classifier is used to individuate a noun when the speaker chooses to enumerate or quantify it (Allen 1977: 286; Senft 2000: 14). See (1).

a. haksayng taset.myeng isse.yo. student five.CL is.DECL
   ‘(There) are five students.’

b. thayyang han.thong isse.yo. sun one.CL is.DECL
   ‘(There) is one sun.’ (Korean)

We exposed 27 adult Anglophones with no previous exposure to Korean with Korean input. Subjects heard presentational sentences containing bare noun phrases while looking at 20 pictures of multiple objects. They were told to learn the names of the 20 words depicted. Testing was done on a forced-choice task involving the target noun and another noun. If a participant failed to learn all 20 items, training trials were repeated until performance was perfect. We then trained them and tested them in the same ways (same pictures) on sentences containing numbers (n = 5). As a third phase, we presented them with sentences like those in (1) that contained the same nouns and number words but included new forms + the classifiers we were targeting in our study. In a fourth phase, we presented participants with novel nouns and participants were asked to select the most appropriate classifier for the novel noun.

Results showed that our participants had no difficulty learning the 20 nouns, consistent with previous research on first exposure learners. Mean number of training trials to learn all 20 nouns was 4.43 (s.d. = 1.62; range = 2-8). They also had no difficulty learning the 4 number words: mean number of trials to learn = 2.5 (s.d. = 1.14; range = 1-7). On the targeted classifier trials, participants were equally able to learn the target items: mean number of trials to learn 4.32. A binomial test showed that 15/20 participants scored above chance. In short, first exposure learners are capable of learning nouns and numbers through explicit processes and also implicitly learning the classifiers and matching them to the appropriate semantic classes (small round things, large round things, animals, humans). In our presentation/poster, we will discuss in detail our methods, and the results of a logistic regression on the classes of classifiers. We will also discuss the principles that permit this acquisition to occur, a combination of semantic-syntax mappings and morpho-syntactic abstraction processes in the context of a familiar theory of second language acquisition.
Is unfocused direct error correction more effective in collaborative than individual L2 writing conditions? Comparing accuracy improvements in both conditions

Lourdes Cerezo & Belén Moreno (University of Murcia)

Framed in the writing-to-learn-language perspective, this study aims at investigating the language learning potential (Manchón, 2011) of error correction (EC) on written products in individual and collaborative writing, as the effects of collaborative processing of direct EC have not been sufficiently investigated, despite the purported benefits of collaborative writing and feedback processing for language learning (cf. Wigglesworth & Storch, 2012). Methodologically, we aim to contribute to existing research by focusing on university students in an EFL context and, empirically, we seek to shed light on the effectiveness of unfocused direct EC by comparing the effects of individually or collaboratively processed feedback on revised texts. For this purpose, uptake of feedback was operationalized as (i) overall and (ii) type-specific error reduction.

Two questions guided the research: “Do intermediate EFL learners retain direct EC more effectively in individual than in collaborative conditions, as measured by improved L2 accuracy in a text revision in comparison to a non-feedback group?” and “What types of errors are more effectively addressed by direct EC in individual and in collaborative conditions, as measured by improvements in the accuracy of specific error categories in a text revision?”

University students (n=118) participated in this interventionist pre-test/treatment/post-test design study. The data sources are individual and pair texts responding to a problem-solving task (pre-tests) and the revisions produced after participants processed the feedback (post-tests). In both conditions, participants were sorted into an experimental group receiving direct EC and a control group which received no feedback and was instead asked to identify their own errors.

Statistical analyses were performed on quantitative data and reliability of results was ensured by having both researchers correcting the pre-tests and categorizing errors using an error-type template. Findings will be discussed in relation to the LLP of direct EC as well as their pedagogical implications.


**Don’t you find this funny? Humour appreciation among Chinese L2 users of English**

Xuemei Chen (Birkbeck, University of London)

Researchers are becoming increasingly interested in L2 humour (Bell, 2011). The abilities to recognise humorous intentions in L2 and use L2 playfully have been viewed as aspects of communicative competence and goals of L2 learning (Cook, 2000). The success in L2 humour appreciation requires linguistic, pragmatic, sociolinguistic and cultural knowledge, posing challenges for L2 users. Individual differences in trajectories of L2 acquisition and L2 use may result in conceptual and emotional changes affecting humour appreciation among L2 users (Dewaele, 2013). Therefore, this research aims to explore how much individual differences in sociobiographical (age, gender, education and length of residence in L2 community) and linguistic factors (age of onset of acquisition, context of acquisition, frequency of L2 use and code-switching, and language dominance) are linked to their L2 humour appreciation. This research uses audiovisual-based multimodal humour stimuli—two minute-long video clips—which captures various features of humour in English L2. A combination of quantitative (online questionnaire) and qualitative (interviews) approach is used.

A total of 272 Chinese L2 users of English rated the funniness of English L2 humour in the 2 video clips and provided sociobiographical information and language history. Statistical analysis revealed that participants who started their L2 acquisition earlier, used the L2 more frequently, felt dominant in L2 and had stayed longer in the L2 community tended to find the video clips funnier. The findings highlighted the role of early acquisition of an L2 and sufficient authentic communication in the L2 in L2 humour appreciation, suggesting that L2 users’ ability of L2 humour appreciation develops in the process of acculturation.

References


**Learners’ perspectives on second language vocabulary acquisition**

Edsoulla Chung (University of Cambridge)

Vocabulary is an essential building block of both comprehension and communication. In terms of second language acquisition, lexical competence is not only found to be a major factor distinguishing native speakers from non-native speakers of a language (Laufer, 1998), but also a significant predictor of academic achievement (Beglar & Hunt, 1999; Roche & Harrington, 2013). Arriving at a deeper understanding of learners’ beliefs about vocabulary acquisition may thus pave the way for educators to develop pedagogic practice that enhances students’ language and academic development. In view of this, the paper reports on a study that investigated English language learners’ perception of vocabulary acquisition, focusing on students’ beliefs...
about the importance of word building, the notion of ‘knowing a word’, the
difficulties of vocabulary learning, the methods of assessing vocabulary, and the need
for autonomous vocabulary learning. A 50-item questionnaire with both Likert-scale
and open-ended questions was administered to 572 secondary school students in Hong
Kong. The research results suggest that the respondents generally considered
vocabulary building significant, but since they demonstrated a higher awareness of
certain aspects of word knowledge, there seems to be a need for them to develop a
more rounded view of vocabulary knowledge so that deep processing of lexical items
can be encouraged and vocabulary acquisition can be enhanced. Also noteworthy is
the finding that most students indicated a preference toward learning vocabulary
through interesting class activities such as song appreciation, movie appreciation and
games, but expressed their reluctance to take part in regular vocabulary assessment
due to academic pressure, despite understanding the value of monitoring their own
learning progress. Based on the study findings and existing literature regarding
vocabulary teaching and learning, important implications for vocabulary learning,
lexical instruction and materials development will be drawn.

Cross-linguistic influence and task effects in the realization of three English
sentence types by native Inuktitut speakers
Laura Colantoni, Gabrielle Klassen, Alana Johns, Matthew Patience, Malina Radu &
Olga Tararova (University of Toronto)

We explore the role of crosslinguistic influence (CLI) and task type in the realization
of pitch accents (PA) and nuclear contours (NC) across English sentence types
(statements [Ss], absolute questions [AQs] and declarative questions [DQs]) by
sequential Inuktitut-English bilinguals. In Inuktitut, intonation is restricted to phrasing
(i.e., boundary tones are mapped to finality vs. continuity in turn-taking [1], [3]).
Questions are morphologically marked (e.g., ilisuusi ‘teacher’ vs. ilisuusiuvit ‘are you
the teacher?’), although a high tone is also sometimes present [4]. In contrast, English
AQs are syntactically marked, whereas the S-DQ contrast is purely prosodic. We thus
predict that Inuktitut-English bilinguals: (1) will use pitch more reliably utterance-
finally; (2) will resemble controls more in a controlled than in a semi-spontaneous
task [2].

Thirteen Inuktitut-English bilinguals and 15 controls performed a delayed repetition
task (Task 1: 10 stimuli per sentence-type plus 30 distractors), and a semi-
spontaneous task (Task 2), where participants listened to six scenarios per sentence-
type and produced a context-appropriate sentence. The F0 change associated with the
first PA and the NC were calculated.

Two conditional inference tree models [5] revealed that, regarding the PA, learners
produced a smaller F0 change than controls. Regarding the F0 change in the NC, after
the expected primary effect of sentence type, the second division revealed that
bilinguals showed a smaller F0 change than controls. Task was also a significant
predictor; both groups produced a larger F0 change in Task 1 than in Task 2.

These results show clear patterns of CLI and its interaction with task type. The
restricted use of pitch in the first PA by bilinguals, in addition to a larger F0 change in
the NC in Task 1 compared to Task 2 demonstrate that the bilinguals are more attuned
to tonal changes utterance-finally, but not in other positions.
References


Referential mechanisms in oral narratives of learners of Spanish

Kim Collewaert (Vrije Universiteit Brussel)

The general objective of the PhD project is to investigate how Dutch-speaking learners of Spanish establish reference in oral discourse and how this process is affected by a number of linguistic and non-linguistic factors. Firmly embedded in the cognitive linguistics tradition, the study is primarily based upon theories on information structure and referent accessibility (Ariel 1990, Chafe 1976, Givón 1983, Gundel et al. 1993, Lambrecht 1994, Prince 1981, etc.). In short, these studies propose that when a referent is assumed to be highly accessible in the interlocutor’s mind, less explicit semantic content is needed, while for lowly accessible referents, more semantic content needs to be provided. The use of Ariel’s accessibility scale – and its adaptation to Spanish by Figueras (2002) – will enable us to present an inventory of the referential expressions used by the learners of Spanish. Furthermore, we will also take into account several linguistic factors which are assumed to influence accessibility, e.g. recency and frequency of mention (Ariel 1990, Givón 1983, Vázquez Rosas 2004, Van Vliet 2008) or presence of potential competitors (Arnold & Griffin 2007, Serratrice 2013, Van Vliet 2008) as well as non-linguistic factors, such as the influence of visual context (Fukumura & Van Gompel 2010, Serratrice 2013). Finally, we will focus on the concept of “overspecification” (Arts et al. 2011, Leclercq & Lenart 2013) or the use of referring expressions that “contain more information than what is necessary for unique identification of the referent” (Arts et al. 2011: 362). A recent pilot study indicated that the Spanish oral discourse of Dutch-speaking learners contained a significant number of expressions potentially indicative of the “overspecification” phenomenon, which could be explained by the language-specific referring systems of Dutch and Spanish, i.e. Spanish, contrary to Dutch, is a pro-drop language, favouring the use of zero anaphora whereas Dutch requires other referential mechanisms, such as pronouns or full noun phrases. As such, language transfer from L1 could present an explanation for the cases of overspecification found in our corpus. The proposed analyses will be conducted on a cross-sectionally collected corpus of semi-spontaneous oral discourse, produced by Dutch-speaking university majors of Spanish and by a control group of Spanish native speakers. The data are collected by means of a story-retelling task, based on the Spanish telenovela Yo soy Bea. All references to the protagonists of the story will be coded and analysed,
both qualitatively and quantitatively (by means of appropriate statistical procedures), in line with the aforementioned criteria.

**Elicited Imitation as a Window into Developmental Stages**

Kristof Baten (Ghent University) & Frederik Cornillie (KU Leuven)

Our paper examines to what extent experimentally elicited data can provide a window into interlanguage development. In SLA, it is a long-established finding that L2 learners follow predictable stages in the acquisition of a given structure (Abrahamsson, 2013; Meisel, 2013). This finding is largely based on evidence from naturally occurring L2 data. The problem with this kind of data, however, is that it often does not contain enough examples of the more difficult grammatical structures. A possible solution for this problem is to employ experimental elicitation techniques, such as the oral elicited imitation task (EIT) (Erlam, 2006). In its most basic form, the oral EIT requires learners to repeat oral stimuli that are either well- or ill-formed. However, in order to validly use these kinds of experimental elicitation techniques, it first needs to be established whether or not experimentally elicited data can reveal the same developmental stages that have been observed in data collected from naturally occurring language use (Ellis, 2008).

We will report a study that tested predictions derived from Processability Theory (Pienemann, 1998) regarding the L2 acquisition of the German case system. Using naturally occurring language data, previous research on L2 German case acquisition has uncovered three developmental stages (i.e., positional < prepositional < functional marking) (Baten, 2013). The present study investigated whether the same stages occur in data obtained from a computer oral EIT. Thirty-six university learners of L2 German participated in the study. The results show that the elicited data proves comparable to the naturally occurring data, in terms of both group mean scores and implicational scaling of the individual learners. In addition, the elicited data contains more examples of difficult grammatical structures compared to naturally occurring data. The results will be discussed in light of other validation studies on the EIT (Spada et al., 2015).


Acquiring the Telicity Constraint in L2 Chinese Passives without Positive Evidence

Ruyi Dai and Boping Yuan (University of Cambridge)

This empirical study probes the L2 acquisition of the telicity constraint in Chinese passives by adult English native speakers.

Chinese bei passives must describe events with an endpoint (Liu, 2012). Sentences like “The beer is being drunk by dad” and “Perhaps that book will be looked for by Xiaoli” are acceptable in English, but not acceptable in Chinese. The aim of the study is to test whether L2 learners can identify violations caused by atelic events.

In total, 75 L1 English L2 Chinese learners and 33 native Mandarin Chinese speakers participated in an untimed Acceptability Judgement Task (AJT) and a reaction-time Picture Elicited Rearrangement (PER) task. In the PER, participants used individually given words to orally make a grammatical sentence according to the given picture. Their response times were recorded by the computer. We propose that PER involves both the language-processing system and the memory system, similar to Elicited Imitation (Bley-Vroman & Chaudron, 1994), because participants have to reconstruct a sentence with words shown in random order in real-time, which adds an advantage over Elicited Imitation by avoiding rote imitation.

A significant association (p < 0.001) has been found between response accuracy and Chinese proficiency. While Native Chinese speakers can correctly identify 88.3% of ungrammatical bei-constructions with telicity violations, the performance of Intermediate learners is no better than random. The Advanced group performed more target-like, showing 79.3% accuracy. The increase in convergence in real-time response by Advanced learners is confirmed by off-line judgements, suggesting that given prolonged exposure to the target language, learners are indeed able to acquire the telicity constraint of bei passives, despite the absence of positive evidence in the input. The gradualness of the disappearance of overgeneralization errors lends support to the acquisition model that reconciles the generative approach with probabilistic learning (Yang & Montrul, 2017).

Subject Use in Child Heritage Language: Evidence from Heritage Greek

Evangelia Daskalaki (University of Alberta), Vicky Chondrogianni (University of Alberta), Froso Argyri (UCL), Elma Blom (Utrecht University) & Johanne Paradis (University of Alberta)

Linguistic phenomena at the syntax-pragmatics/semantics interface have been shown to be especially vulnerable in bilinguals (Sorace 2011). Bilinguals speaking different null-subject languages make pragmatically inappropriate uses of overt subjects in [-Topic Shift] contexts, where null subjects are felicitous, and/or overextend the use of preverbal subjects in wide focus contexts, where postverbal subjects are felicitous. This pattern has been replicated primarily with adult heritage speakers (Montrul...
The aim of this study is to report novel data from a study on children learning Greek as a heritage language in North America. Two questions were addressed:

(i) Do Greek heritage children in North America differ from Greek monolingual children in the choice of subject pronouns and in subject placement?
(ii) Are these differences associated with the syntax-pragmatics/semantics interface status of these structures?

Ninety-one six-to-fifteen-year-old children participated in the study. There were 32 Greek heritage children residing in New York, 19 children from West Canada, and 40 Greek-speaking monolingual children residing in Greece. The elicitation task (partial adaptation of Argyri and Sorace (2007)) targeted both syntax-semantics/pragmatics contexts, i.e. [-Topic Shift] (TS) and Wide Focus (WF), as well as narrow syntactic contexts, i.e. wh-embedded interrogatives (EI) and Object Relatives (OR), where subjects are typically postverbal and not regulated by syntax/pragmatics conditions.

Results showed that the North American groups produced significantly more preverbal subjects in the WF compared to the EI and the OR contexts, whereas the monolingual group produced only postverbal subjects. The two North American groups also differed from the monolingual group in the proportion of overt subjects in the TS context. However, their performance in TS was significantly more target-like than in the other three contexts. These results indicate partial vulnerability at the syntax/pragmatics interface (in line with Argyri and Sorace (2007)). Further linguistic and extra-linguistic factors affecting performance are discussed.

References


Children’s incidental knowledge of English before receiving formal instruction

Vanessa De Wilde & June Eyckmans (Ghent University)

The international status of English and its prevalence in contemporary media has led to a situation in some European countries in which children are exposed to English long before they start their formal L2 English instruction. Studies have shown that this media exposure leads to a kind of incidental language acquisition (Lefever, 2010, Kuppens, 2010, Lindgren & Muñoz, 2013).

In a large scale study targeting Flemish eleven year olds, 872 children were tested in the last year of primary school (before they embark on formal English instruction) in order to get a better insight into their knowledge of English and the factors that might have influenced their incidental acquisition of English. In this paper we will focus on the results the children obtained on a receptive vocabulary test (PPVT-4) and a listening test (Cambridge Young Learners English Test: Flyers – CEFR-level A2). By
means of a questionnaire that was filled in by the children as well as their parents we also aimed to gauge factors such as the amount of exposure to English through different media, the amount of contact with speakers of English, the contexts in which English is used, the way English is perceived, children’s and parents’ language background and parents’ educational level.

The results of this study demonstrate a large range in the obtained test scores for vocabulary as well as listening comprehension, pointing to substantial differences between children at the onset of their English language classes. Regression analysis reveals the explanatory value of English media exposure in this respect and will be discussed in detail during the presentation. In-depth analysis of the vocabulary test results suggests that the best known words are not necessarily the most frequent ones. This will be considered in light of the input that the children have received.

References

Changing our Brains and Minds: Exploring the effect of the bilingual experience on cognition, neural structure and function

Vincent DeLuca (University of Reading)

Current research suggests that speaking more than one language affects both the structure of the brain and several cognitive processes (Bialystok, 2016). However, the connection between bilingualism and neurocognitive changes is not well understood, and results across studies are inconsistent regarding both neurological (García-Pentón et al., 2015; Pliatsikas & Luk, 2016) and cognitive (Valian, 2015) effects. A large portion of this inconsistency stems from the fact that bilingualism is often used operationally as a categorical variable- simply whether one is bilingual or not (Luk & Bialystok, 2013). The process of acquiring and using an additional language is complex with many permutations to its outcome in terms of development, ultimate attainment, and effects on the mind/brain. It is also possible that changes in behaviour are linked to changes in the brain as an effect of second language (L2) acquisition and use (Abutalebi & Green, 2016), though very few studies have directly examined this connection. The present project examines specific factors within the bilingual
experience that drive neuroplasticity, changes in cognitive function, and the connections between these, using a combination of behavioural and neuroimaging (MRI) methods.

Three studies are run. The first study is a longitudinal study examining potential long-term effects of linguistic immersion on highly proficient non-native (L2) speakers of English. Data from this study shows adaptations in brain structure that are related to linguistic immersion. The changes in cerebellum replicates findings from previous research (Pliatsikas et al., 2014) The second and third studies are cross-sectional, and will examine a wide range of participants in terms of linguistic experience. A variety of MRI structural scans are taken, and functional scans accompany a modified Flanker and Simon task. Behavioural and neuroimaging data are analysed for both between-groups differences and within-groups patterns, via regression analyses with proficiency measures and linguistic demographics.

To my knowledge, this is the first study to directly examine connections between cognition and neural structure, and how these are modulated by the bilingual experience.

The keys to unlock Willingness to Communicate in the Foreign Language Classroom

Jean-Marc Dewaele (Birkbeck, University of London) & Livia Dewaele (Worcester College, University of Oxford)

Research on Willingness to Communicate (WTC) in SLA has been shaped by MacIntyre, Dörnyei, Clément & Noels’ (1998) highly influential pyramid model. They described WTC as a state influenced by the interplay of linguistic, communicative and social psychological factors, and defined WTC as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 547). They only briefly mentioned the role of learner’s emotions in the layer “Motivational Propensities”: “Roles and motives combine with L2 self-confidence; perceptions of communicative competence coupled with a lack of anxiety” (p. 568).

In the present paper we argue that rather than focusing exclusively on the role of anxiety on WTC, we should also include a positive emotion such as Foreign Language Enjoyment (FLE) (Dewaele & MacIntyre, 2014, 2016). In previous studies, we established that FLE and FL classroom anxiety (FLCA) are independent dimensions, which means that the absence of anxiety does not imply the presence of FLE (Dewaele et al., 2017).

Statistical analysis of data collected from 189 British pupils from two elite London secondary schools showed that levels of classroom WTC in FL classes were predicted most strongly by the attitude towards the FL (22% of variance), followed by FLCA (10%) (a negative relationship), the level of mastery of the FL (5%), FLE (4%), and age (2%). Attitudes towards the teacher and self-reported FL performance were not significant predictors of WTC.

In short, the strongest predictor of WTC in our sample was the social psychological factor of attitude to the FL, followed by both negative and positive emotions in the FL classroom, the linguistic-communicative factor of FL mastery, and the socio-
biographical factor of age. Boosting interest in the FL and creating a positive emotional climate could thus encourage learners to use the FL.

References


An Exploratory Study of the relationship between L1 and L2 fluency behaviour

Zeynep Duran Karaoz (University of Reading)

Speech fluency is suggested as one of the reliable indicators of L2 proficiency. A review of the literature suggests that L2 proficiency can be predicted from some of the measures of fluency construct (e.g. Iwashita et al., 2008; Revesz, et al., 2014; De Jong et al., 2015) in their performance. Yet, little is known about the role of L1 fluency behaviour in the development of this construct at different levels of proficiency, and in this regard cross-linguistic studies are scarce (De Jong et al., 2013; Huensch & Tracy-Ventura, 2016). Recent studies (Foster & Tavakoli, 2009; Tavakoli & Foster, 2008) have also reported that some task design features, e.g. structure, affect L2 fluency, but have little impact on L1 fluency. This study aims to explore the possible link between L1 and L2 fluency behaviour, and to understand to what extent this relationship is moderated by L2 proficiency level. In addition, the study is interested in examining whether task structure affects L1 and L2 fluency in comparable ways, and whether the effects of task design, if any, interact with levels of proficiency.

Using a within-participant design, the data were collected from 26 L1 Turkish-L2 English speakers at a state university in Turkey through a battery of proficiency tests (i.e. Elicited Imitation Task and Oxford Placement Test) and oral narrative tasks. The oral performances were analysed for a number of fluency measures. The results of the statistical analyses suggest that some of the L1 and L2 fluency measures correlate with each other. Some L1 fluency measures can reliably predict L2 fluency behaviour, and task structure has an impact on different aspects of fluency. The findings will be discussed and the implications for L2 practices (L2 testing, L2 research as well as L2 teaching) will be highlighted.


Grammatical gender in L2 French: Using a hierarchical model to analyze longitudinal data

Amanda Edmonds (Université Paul-Valéry Montpellier), Aarnes Gudmestad & Tom Metzger (Virginia Polytechnic Institute and State University)

This study seeks to advance understanding of factors influencing the development of gender marking in oral second-language (L2) French over a 20-month period, including an academic year in France. Research into the expression of French grammatical gender suggests that it is a “quasiregular” domain (Taft & Meunier, 1998), with numerous factors predictive of gender assignment (Lyster, 2006). Previous research examining the L2 acquisition of French grammatical gender has shown non-native speakers to be sensitive to such factors (Dewaele, 2015; Hardison, 1992), although challenges with gender marking may persist even when non-native speakers can appropriately assign gender in off-line tasks (Vatz, 2009).

We expand previous research on L2 gender marking in two important ways: We investigate how gender marking occurs in oral production (contra off-line tasks), and we examine longitudinal data. We analyzed oral-production data (interviews and narratives) for 20 participants recorded before learners went abroad, one year later (at the end of their stay), and eight months after returning to the United Kingdom (see LANGSNAP project). Only instances when the modifier showed phonetically overt gender marking were retained for the final analysis (n=5,992). Each token was coded for whether gender marking was targetlike, as well as for 9 characteristics identified in previous literature has having a role in L1 and/or L2 gender marking. A hierarchical model was used to analyze the data quantitatively, revealing that targetlike gender marking between nouns and modifiers is significantly predicted by the gender and frequency of the noun, the first and final phonemes of the noun, and the total number of modifiers. Additionally, time (before, during, after sojourn abroad) was included as a random effect nested under each participant. This effect was found to be significant. We conclude by reflecting on the individual patterns revealed by this hierarchical model and their implications for L2 acquisition.
Input effects on language and literacy skills in the minority and majority language of Greek-English bilingual children in the UK

Evelyn Egger, Theo Marinis, Jeanine Treffers-Daller (University of Reading) & Ianthi Maria Tsimpli (University of Cambridge)

Parents of bilingual children are often faced with the question of how to best support their child’s language development in order to achieve optimal outcomes in both languages. Previous research has shown that input is a major contributing factor in bilingual language acquisition (de Houwer, 2007; Hakuta & d’Andrea, 1992). Moreover, bilingual children’s language and literacy outcomes have been found to be contingent on educational opportunities in each language (Proctor, August, Carlo & Snow, 2006). However, distinct language domains seem to be differentially affected by input leading to bilingual profile effects (Oller, Pearson & Cobo-Lewis, 2007). The present study investigates the role of input in terms of parental language use and type of schooling on bilingual children’s language and literacy skills in each language.

The sample comprised 49 Greek-English bilingual children aged 7;3-12;3 living in the UK. The bilinguals formed three subgroups that differed in the amount of input received in the two languages as a function of parental language use and type of schooling. Measures included non-verbal abilities (Raven’s), oral proficiency (vocabulary and sentence repetition) and literacy skills (decoding and reading comprehension) in English and Greek. Results showed that children with more Greek input outperformed children with less Greek input on both language and literacy measures in Greek. In contrast, the group comparisons for the English language and literacy measures yielded significant group differences only for vocabulary, but not for sentence repetition scores and the literacy measures. The findings suggest that maximizing input in the minority language effectively improves language and literacy skills in that same language, without compromising grammatical abilities or reading skills in the majority language. The results for English are in line with the claim that there is a threshold above which additional input ceases to have a significant impact on acquisition outcomes (Mueller Gathercole, 2007).


**Word Association and L2 Spoken Vocabulary Use: An Investigation of the Relationship between Response Type and Lexical Sophistication**

Masaki Eguchi (Waseda University/University of Hawaii) & Takumi Uchihara (Western University)

Word association (WA) has been considered as reflective of the organization of speakers’ mental lexicon (Meara, 2009). Despite the previous debates on the correlation between WA and general L2 proficiency, the relationships remain unclear (Fitzpatrick, 2006; Zareva & Wolter, 2012). One reason may relate to scarcity of research examining specific constructs of L2 performance. This study therefore investigates the relationships between WA response types, indices of productive lexical sophistication, and human ratings of vocabulary use in a spoken narrative task.

Forty-six international students with intermediate-to-advanced proficiency levels (MIELTS = 6.58; SD = 0.66) at a university in the UK participated in this study. They completed two tasks: (i) a WA task (i.e., Lex30; Meara & Fitzpatrick, 2000); and (ii) a spontaneous picture narrative task. The responses in Lex30 were categorized into response types (e.g., synonym, cue-response collocation; Fitzpatrick et al., 2015; inter-coder agreement = 75.6%). The narratives were evaluated by three professional raters with regard to a vocabulary proficiency rubric and were also analyzed for a number of indices of lexical sophistication using an automatic text-analysis tool (TAALES; Kyle & Crossley, 2015).

Although WA response types were not significantly correlated with vocabulary ratings, significant relationships between several response types and particular indices of lexical sophistication were found. Learners who produced lexical sets (e.g., hypernyms and hyponyms) in the WA responses were more likely to use less concrete words in speech ($r = -.296$). Moreover, learners who gave more collocations in WA were able to produce higher proportion of frequent bigrams (based on COCA) in speech ($r = .369$).

Our findings suggest that WA may tap into the dimensions of learners’ lexical resource available in oral narrative. Based on these, this study provides more detailed accounts of the relationship between WA response categories and multi-dimensional lexical performance, rather than general proficiency.
Acquisition of gender in Norwegian L2

Linda Evenstad Emilsen (Østfold University College/NTNU)

The project presented here examines how sequential bilingual children (AoO 3-5 year) acquire gender in Norwegian L2. It is a longitudinal study following the same children over a span of nine years, analysing their spontaneous speech. This makes it possible to investigate different developmental stages and strategies when acquiring gender.

Norwegian is traditionally regarded as a three-gender, but recent studies indicate that the feminine gender is lost in some circumstances, resulting in some dialect having a two-gender system (Rodina and Westergaard 2015), but gender and gender assignment in Norwegian is still debated and largely understudied, especially with regard to acquisition. There are little consensus, as exemplified with Tosterud (2001) claiming the gender system to be rule-based, while Rodina and Westergaard (2013) suggest gender assignment to be both non-transparent and arbitrary.

Whether the system is rule-based or not, may have implications for the acquisition, as attested in Rodina and Westergaard (2013a, 2013b) They study acquisition of both Norwegian and Russian: The rule-based system of Russian functions as micro-cues for both L1 and 2L1 learners, triggering the acquisition early, while the Norwegian L1 and early sequential bilingual speakers acquire gender later. This is suggested to be due to degree of transparency. Yet, in Norwegian adult L2, Ragnhildstveit (2017) have identified different words as «good» or «bad» markers or «cues» for gender and gender assignment, pointing towards transparency in certain aspects. In other words; there is no clear consensus.

Then, when considering the amount of international studies showing that different groups of L1 and L2 learners/speakers behave differently and/or reach different levels of proficiency (Unsworth 2007), it becomes interesting to investigate how another group of bilinguals would acquire gender in Norwegian L2, to compare with studies...
of other groups. That might shed light both on the process of acquisition and also on the structure of the gender system overall.

Litterature


Lexical access in bilinguals: Are bilingual speakers at a disadvantage?

Anna Ewert & Piotr Sarnik (Adam Mickiewicz University)

It is generally agreed that lexical access in bilingual speech production is language non-selective (e.g. Kroll et al. 2015, de Groot & Starreveld 2015), as evidenced by interference caused by distractors from another language (Hermans et al. 1998) or facilitation in cognate processing (Costa et al. 2000). The possibility that bilingual lexical access could be language selective or change with increased L2 proficiency has been suggested by Costa and Caramazza (1999) and Costa et al. (1999). Lexical access is modulated by proficiency, as evidenced by longer response latencies in L2 than in L1, but little is known about the exact effect of L2 proficiency on L1 processing. On the other hand, bilinguals also take longer to name pictures in their first and/or dominant language than monolinguals (Gollan et al. 2005, Ivanova and Costa 2008). Two major accounts for this have been proposed: the interference and the weaker links hypotheses (Gollan et al. 2005).

To test how L2 proficiency affects lexical processing in the L1, we tested two groups of Polish-English bilinguals differing in L2 proficiency (LexTALE) but with similar ratios of daily L1/L2 exposure (LEAP-Q). The participants were asked to name 40 pictures containing non-cognate low frequency and high frequency items. Each picture had to be named 4 times.

The preliminary results show that the highly proficient L2 users are consistently faster naming pictures in L1 than the intermediate group, which means that increased L2 proficiency neither weakens the L1 lexical links nor leads to more interference in lexical processing, at least above a certain level of L2 proficiency. On the contrary, it
seems that the highly proficient L2 users are better able to manage their linguistic resources. It remains to be seen whether these results are due to better inhibitory control in the L2 users or to language-selective processing.


The Impact of Language Teacher Education on Teacher Beliefs

Farahnaz Faez & Michael Karas (Western University)

This presentation provides a synthesis of research examining the impact of language teacher education on teachers’ beliefs. Teachers’ cognitions have slowly been acknowledged as important elements that can impact teacher behaviour in the classroom (Borg, 2006). However, beliefs remain an elusive construct and separating them from other cognitions such as knowledge, attitudes, etc. has proven difficult (Borg, 2015). Because the term beliefs lacks specificity, authors have argued researchers need to focus on ‘beliefs about’ various constructs, for example about teaching and learning, about their own abilities (self-efficacy), and other areas (Pajares, 1992). Considering these conceptual issues and the methodological challenges associated with researching beliefs, the extent to which teacher education can alter teachers’ beliefs remains inconclusive (Kubanyiova, 2012). Research from general education has argued that teachers’ beliefs are resistant to change (Kagan, 1992), as their beliefs are already entrenched due their apprenticeship of observation (Lortie, 1975) as a result of spending thousands of hours observing and evaluating teachers in action as schoolchildren. However, more recently, language teacher education has been shown to impact teachers’ beliefs, but researchers need to focus on more nuanced changes, rather than expecting wholesale alteration. (Borg, 2011). This has led to methodological innovations in the study of teachers’ beliefs and a growth in studies, and this synthesis provides a needed analysis of this research literature.

This synthesis gathered over 120 articles, book chapters and dissertations that discuss the impact of some aspect of teacher education on teacher beliefs between 1990 and
2016. The results show that beliefs can be impacted by teacher education, but in
diverse ways. Some studies show complete change and alteration, while others show
more of an evolution of beliefs, or the changing of some beliefs, but not others. Study
methodology proved to be an important consideration; the majority of studies were
qualitative in nature, but studies that showed limited impact often relied on solely
quantitative measures. Results and future research considerations are discussed.

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Exploring the interactions between declarative and procedural knowledge of L2
grammar
Malgorzata Forys-Nogala (University of Warsaw)

A growing body of research suggests that adults show a capacity for implicit learning
of syntactic regularities of unknown languages (e.g. Williams, 2005) and, under
certain exposure conditions, may even shift to native-like processing of the grammars
of artificial languages (e.g. Morgan-Short, Steinhauer et al., 2012). However, implicit
learning appears to be constrained by such factors as lower neural plasticity, L1
entrenchment (see Paradis, 2009) and limited exposure to the target linguistic stimuli.
These limitations to ‘purely implicit’ learning in adulthood sparked investigations
into the possibility of declarative knowledge enhancing the formation of implicit
procedural knowledge. The extent to which both knowledge types may interact came
to be known in the literature as ‘the interface issue’ (see R. Ellis, 2009; DeKeyser,
2009). Although acknowledged to be one of the most controversial and crucial topics
in SLA and related disciplines, the interface issue still remains unresolved. However,
latest interdisciplinary endeavors offer new insights into the topic (e.g. Morgan-Short,
Steinhauer et al., 2012; Batterink & Neville, 2013; Sanches & Reber, 2013; Andringa
& Curcic, 2015). Hereby, the author proposes a multi-step research agenda, aiming to
verify three competing hypotheses concerning the possible direct and indirect
interactions between declarative and procedural grammatical knowledge of L2. In the
first phase of the project, advanced (N=30) and intermediate-level (N=30) Polish
adult learners of English will complete a self-paced reading task, as a measure of
procedural knowledge of selected English structures, an untimed grammaticality judgment task, as a measure of declarative knowledge of the same constructions, as well as a range control measures including a language background questionnaire, LexTALE (Lemhöfer & Broersma, 2012), as a measure of general proficiency in English, and a working memory task. The study aims to test participants’ online and offline sensitivity to three target structures, which include relative clauses, negation and so versus such contrast and investigate the relationships between the variables studied. Another aim of the study is to select the structure of suitable difficulty for the second stage of the project, which will focus on the development of declarative and procedural knowledge of an L2 syntactic rule under implicit and explicit learning conditions.

Do Bilingual and Monolingual Children Use Iconic Gestures in Speech Disambiguation?

Reyhan Furman (University of Central Lancashire), Paula Marentette & Elena Nicoladis (University of Alberta)

Everyday language is rife with verbal ambiguity. Adult speakers (Holler & Beattie, 2003) and listeners (Holle & Gunter, 2007) use iconic gestures to resolve lexical ambiguities, and to disambiguate the dominant and subordinate senses of homonyms. The only study that has investigated the developmental role gesture plays in the resolution of lexical ambiguity has focused on how children produce gestures to disambiguate homonym senses. Kidd and Holler (2009) found that while 3-year-olds rarely disambiguated between different senses, 4-year-olds used gestures to do so. Five-year-olds rarely used gestures since they were able to verbally resolve lexical ambiguities. Thus, gestures provided children who were just starting to understand homonymy with a valuable tool to communicate this understanding. Currently, however, very little is known about the role of gestures in children’s comprehension of homonymy.

In two studies, we asked whether a speaker’s iconic gestures help children resolve lexical ambiguity in speech. Monolingual (English) and bilingual (English-French) children aged 4 watched videoclips where a speaker uttered a sentence containing a homonym (e.g. The glasses fell on the floor and broke) that was accompanied either by an iconic gesture, or no gesture. Children were then given pictures that depicted the dominant and subordinate senses of the homonym and asked to choose which sense the speaker referred to. Both bilingual and monolingual children often had a preference for one of the senses of the homonyms, regardless whether this dominant sense was accompanied by a gesture. In contrast, the presence of iconic gestures significantly increased children’s preference for the subordinate senses of homonyms. There were no differences in how gesture changed preference for the different senses across monolingual and bilingual children. Finally, those monolingual children who comprehended gestures more and performed better on the homonym task had smaller vocabularies as measured by the PPVT.

In sum, children benefit from speakers’ gestures selectively, only using them to comprehend senses that they would otherwise ignore. Moreover, gesture’s beneficial effect is general in nature and extends across the different languages that children speak. Seeing different homonym senses represented in gesture might help young
children better understand that one-to-many mappings are possible in language, and allow them to zoom in on senses that they have not yet fully acquired.

References


Exploring intentionality in lexical transfer

Carles Fuster & Hannah Neuser (Stockholm University)

There remains a great amount of uncertainty regarding the degree of intentionality associated with transfer. Traditionally, transfer is described as interference and consequently an unintentional mechanism. More recently, however, the perception of control in transfer has changed and it is now commonly accepted that transfer can occur both automatically and strategically (Herwig, 2001; Jessner, 2006; Jarvis & Pavlenko, 2008). Tullock and Fernández-Villanueva (2013) and Jessner (2006) have employed think-aloud protocols (TAP) during a writing task to establish the degree of intentionality in transfer. However, this method does not let us distinguish between instances of transfer that are truly unconscious and instances that were simply not commented on due to the constraints imposed by the TAP. The present study therefore conducted a stimulated recall interview in direct succession of the TAP in order to categorise also those instances of transfer that were not commented on initially. The study aims to answer the following research questions:

• To what extent is lexical transfer in written production conscious or unconscious?

• To what extent are different types of transfer conscious or unconscious?

• To what extent is transfer from different source languages conscious or unconscious?

Data were collected from four learners of Catalan between the ages of 29 and 60, who spoke at least five languages each. Overall, the results reveal that there is proportionally more unconscious (63%) than conscious transfer (37%) in written language production. Borrowings are more often conscious (60%), whereas foreignisings are more often conscious (68%). Spelling interference is overwhelmingly unconscious (97%). Transfer from psychotypologically close languages tends to be unconscious (Spanish, 61%), whereas transfer from psychotypologically more distant languages tends to be more conscious (English, 60%). The theoretical implications of the results, as well as their limitations, will be discussed.

Case marking vs. constituent order: Children’s L1-specific sentence interpretation strategies in German

Jana Gamper (University of Potsdam)

From a cross-linguistic perspective, languages tend to use either case marking or nominal constituent order to encode semantic role relations. While in languages like Russian agentive roles are prototypically nominative-marked and non-agentives accusative- or dative-marked, languages like Dutch realize the agent as a first and the non-agent as a second nominal constituent. Within the framework of the Competition Model (Bates & MacWhinney 1989), such varying form-function-mappings result in different L1-specific sentence interpretation strategies. Speakers of Russian favour morphological cues to determine semantic relations (Kempe & MacWhinney 1999), while speakers of Dutch use a syntactically based N1-bias (Kilborn 1999). Although German does have inflectional case markers, they are low in overall validity. This is why mono-lingual speakers stick to the N1-bias surprisingly long, i.e. until the age of 13 (Lidzba et al. 2013).

When acquiring a second language, learners seem to transfer L1-specific cue strengths during L2 sentence interpretation. While such transfer effects are well documented for bilingual adults (e.g. Liu et al. 1992), little is known about forward transfer in bilingual children. The question is, then, whether and how bilingual children use L1-specific cues during L2 sentence interpretation.

To answer this question, an offline sentence interpretation study was conducted with 35 Russian-German, 12 Dutch-German children (aged 9;6) and two monolingual German control groups (20 adults, 21 children aged 9;7). Participants were asked to determine the agent in 96 transitive NVN-sentences varying according to constituent order (SVO vs. OVS), case marking, gender and animacy opposition (2 x 6 x 6 x 4–design). Results show that in non-canonical OVS-conditions, only the monolingual adult controls continuously use morphological case cues to determine semantic relations. All the other groups favour a syntactically based N1-bias to a varying degree. The strongest N1-bias can be found in Dutch-German, the weakest in Russian-German bilinguals. This shows that bilingual children transfer the most valid cues from their respective L1 (i.e. case marking in Russian and constituent order in Dutch) to determine semantic relations in their L2.

References


**Reconsidering Nation’s Word Knowledge Framework: Evidence from Spanish and Chinese EFL Learners**

Beatriz González-Fernández (University of Nottingham)

Vocabulary knowledge is widely recognised as a multidimensional construct, involving the acquisition of various word knowledge components, such as spelling, form-meaning link, derivatives and collocations. Nevertheless, only a few studies have examined the acquisition of multiple word knowledge components concurrently (e.g., Schmitt, 1998; Webb, 2007; Li & Kirby, 2015), and none has replicated and compared the results between different language populations. Moreover, although most current vocabulary scholars refer to Nation’s (2001) framework of what is involved in knowing a word, this conceptualization has never been empirically tested. As a consequence, it is still unclear how these different components are acquired and relate to each other.

This study follows Nation’s (2001) word knowledge framework and compares the relationships and order of acquisition of various vocabulary knowledge components by two different language populations. 144 Spanish and 170 Chinese EFL learners completed a battery of eight tests, measuring receptive and productive knowledge of four lexical components: the form-meaning link, derivatives, polysemy, and collocations.

The data was analysed using Implicational Scaling and Structural Equation Modelling (SEM). The results display the differences and similarities between the two populations in the acquisition of word knowledge components, as well as the role that cognateness plays in these differences. The Implicational Scaling analysis indicates that receptive knowledge appears to be easier than productive knowledge in all aspects and that certain components seem to be consistently acquired before others in both language groups. Moreover, the SEM analysis shows that the vocabulary knowledge components are all interrelated, but at different levels of strength, and reveals a general model of word knowledge relationships that fits both populations.

Overall, these results suggest an empirically-tested conceptualization of general vocabulary knowledge and begin to outline a theory of vocabulary acquisition which
should have direct implications for material writers, practitioners, testers and researchers.


Fluency and the use of formulaic sequences in learner speech

Ewa Guz (John Paul II Catholic University of Lublin)

The notion that the use of formulaic sequences contributes to fluency has been widely discussed and accepted among researchers. However, very few studies provided direct empirical evidence of the fluency-enhancing function of formulaic language. The available learner language studies have been mostly longitudinal in nature and focused on the development of learners’ fluency as a result of focused instruction in formulaic language (Wood, 2007, 2008, 2009; Wray, 2004). This study is a cross-sectional analysis of the relationship between utterance fluency (Segalowitz, 2010) and the use of formulaic sequences in the speech of L2 learners. The question addressed here is whether formulaic sequences contribute to utterance fluency. Samples of learner speech (n=12, B2-C2) were randomly drawn from a 12,679-word corpus of narrative monologues delivered in L2 English by Polish academic students. Formulaic sequences were identified on the basis of two distinct procedures: a frequency-based, distributional approach which returned a set of n-grams (Compleat Lex Tutor’s N-gram Phrase Extractor, Cobb, 2015) and manual intuition- and criterion-based extraction of phrasemes (Erman & Warren, 2000; Granger & Paquot, 2008; Wray, 2008) performed by 4 expert raters. Formulaic material was removed from the data. Breakdown and speed fluency measures were obtained for three conditions: 1) pre-removal/baseline, 2) post-removal/‘no n-gram’, 3) post-removal/‘no phraseme’ using a set of objective phonetic measurements recently proposed as valid indices of learner productive fluency (Bosker et al., 2013). Results show that the fluency scores of formula-deprived speech are slightly but significantly lower than those of baseline samples for both types of formulaic sequences. Similarly, there are small but significant differences between the fluency scores of formulaic and non-formulaic speech.

Limitations of computerised working memory training in foreign language development in Japanese EFL learners

Yuko Hayashi (Saga University)

Individual differences in working memory (WM), the cognitive system responsible for the temporal storage and manipulation of task-relevant information, such as learning and mathematical reasoning, are argued to be one important determinant of
attainment levels in a foreign (FL) and/or second language. Building on the evidenced link between WM and FL proficiency, the current two-part study investigated the roles of Working Memory Training (WMT) in FL development in university learners of English as a foreign language (EFL).

Our preliminary investigation (Study 1) showed that the experimental group (n = 21, mean age = 20y 2m, SD= 1.25) who received five-weeks of computerised WMT made significantly larger gains on all tests of verbal and visuo-spatial short-term memory and WM, in comparison to the control group (n=18, mean age = 20y 8m, SD= 1.3). The gains on verbal short-term memory (Japanese) and WM (Japanese & English) remained three months later. The intervention did not yield significant gains in FL proficiency (excluding speaking), however.

Addressing the absence of an FL speaking measure in Study 1, we carried out another intervention study (Study 2) investigating the effects of five-week WMT on FL proficiency among 35 Japanese EFL learners, of whom 18 were allocated to the experimental group (mean age = 21y 8m, SD= 1.08) and 17 to the control group (n = 17, mean age = 21y 7m, SD= 1.06). As in Study 1, no significant intervention effects were established. A closer examination of the data revealed, however, that improvements in verbal working memory (involving a sequence of letters) were associated with high FL speaking scores, as indicated by multiple regression analyses.

The observed limitations of WMT in FL development are discussed in terms of the task-specific view of WM, which posits that WM capacity varies depending on the task in which WM is involved. Pedagogical implications of the findings are also provided.

The effect of temporarily induced code-switching modes on executive performance in sequential bilinguals

Julia Hofweber, Theo Marinis & Jeanine Treffers-Daller (University of Reading)

Simultaneous bilinguals perform better at inhibitory control in flanker tasks inducing bilingual modes, compared to flanker tasks inducing monolingual modes (Wu & Thierry, 2013). This suggests that bilingual modes temporarily boost inhibitory control, but it is unclear whether this phenomenon translates into more permanent bilingualism effects and how it interacts with bilingualism variables, such as acquisition order or code-switching.

In this study we explored the impact of code-switching habits and temporary language modes on inhibitory performance amongst a group of sequential German-English bilinguals (N=29). To investigate the nuances of bilingual modes, we differentiated not only between monolingual and bilingual modes, but took into account different code-switching types hypothesized to activate inhibition to differing degrees (Muysken, 2000; Treffers-Daller, 2009; Green & Wei, 2014). During Alternation, bilinguals switch between languages, but draw upon inhibition to keep them structurally separate. Dense code-switching implies low levels of inhibition as both languages remain co-activated.

Bilinguals’ code-switching habits were assessed in a frequency judgement task. The flanker task was interspersed with verbal stimuli inducing different code-switching modes, as well as a monolingual mode. Contrary to simultaneous bilinguals,
sequential bilinguals were predicted to activate inhibition to suppress their L1 in L2-monolingual modes due to the asymmetry in their language profiles (Meuter & Allport, 1999). Hence, they were predicted to outperform the monolingual control group, which has no second language to suppress. Moreover, they would display better inhibitory performance in the monolingual compared to the bilingual mode. Finally, regular code-switching habits were predicted to correlate positively with performance in task blocks inducing corresponding code-switching modes, and negatively with performance in task blocks inducing non-corresponding code-switching modes.

In line with predictions, bilinguals outperformed monolinguals at inhibition in the monolingual mode. They also performed better in the monolingual compared to the bilingual modes. Dense code-switching was a negative predictor of inhibitory performance in the task blocks assumed to activate non-corresponding forms of executive control. These findings suggest that regular code-switching habits modulate executive functioning and highlight the importance of controlling for bilingualism type.

References


Development of request strategies among Finnish speakers of French as a foreign language

Tuuli Holttinen (University of Helsinki)

Making requests is one of the most common speech acts in everyday life: we make requests whenever we are in contact with other individuals, whether in the context of service encounters, private or working life. Requests have traditionally been described as “face-threatening acts” because they threaten the hearer’s freedom of action (Brown & Levinson 1987), and it is thus crucial to know how to formulate one’s requests. However, request strategies used in different situations vary to a large extent between languages and cultures (e.g. Blum-Kulka, House & Kasper 1989). This may present a problem for non-native speakers, especially if the first and target languages differ significantly with regard to their pragmatic and structural properties. This is the case for Finnish and French, as for instance, Finnish does not have a direct equivalent
for the politeness phrase “s’il vous plait”, but, instead makes use of morphological devices that do not exist in French or other Indo-European languages.

In this paper, I study how Finnish speakers of French as a foreign language make requests at three different proficiency levels, and compare their strategies to those used by native speakers of Finnish and French. The data for the study have been collected using an oral Discourse Completion Test. The head acts of the requests are analyzed according to the strategy choice (direct, conventional indirect and non-conventional indirect strategies) and the internal modification (syntactic and lexical devices), using the model created by Blum-Kulka, House and Kasper (1989) with certain alterations.

Previous studies have reported an overuse of politeness markers and an underuse of syntactic modifiers in non-native speakers’ requests (e.g. Göy, Zeyrek & Otcu 2012). According to my hypothesis, this is not the case for Finnish learners of French, because, on the contrary, they appear to overuse syntactic modification devices, especially at more advanced levels of acquisition, and to underuse the politeness marker “s’il vous plait” compared to native speakers of French. The study widens the repertoire of languages in the field of interlanguage pragmatics by investigating a new language constellation, and gives valuable information on which features in the development of non-native speakers’ request production may or may not be considered universal.

References:


Making classroom-based fluency research count: The introduction of two new PRAAT scripts for 'noisy' speech data

Ann-Marie Hunter (St Mary's University)

Over the past decades, research in second language (L2) oral fluency has received substantial interest. It is generally agreed that underlying fluency may be reflected in “utterance fluency” (Segalowitz, 2010); that is, characteristics of speech which relate to speed of delivery, the amount and location of pauses and repair behaviours (e.g. Prefontaine et al, 2016; Bosker et al, 2013). The precise temporal nature of some of these measures has precipitated the use of computer technology and specialist software such as PRAAT (Boersma & Weenink, 2008) which has been used to automatically detect silence in speech samples (de Jong & Perfetti, 2011) or used in conjunction with a specific computer script to identify syllable nuclei thereby allowing for the computation of speech rate (de Jong & Wempe, 2009). Automatic fluency analysis makes dealing with larger amounts of data feasible, more objective
and (possibly) more precise. However, a drawback is that it requires relatively clear, straightforward speech data of the type that is elicited in a language laboratory and not in a working language classroom, where background noise and recording irregularities are likely to feature. And yet, if fluency research is to be meaningful to both SLA researchers and language practitioners alike, it needs to be both scientifically and ecologically valid (DeKeyser, 2010). This talk will introduce two new PRAAT scripts designed to be used with a) noisy monologic data and b) noisy interactive data. The talk will explain how to prepare the data for analysis (annotation) and how to run the scripts and interpret the output. Additional benefits of performing this kind of fine-grained analysis on dynamic classroom data will be discussed.

References:


A longitudinal study of L2 pronunciation and cognition development of NNESTs during teacher education

Meltem Ilkan (Birkbeck, University of London)

Teacher cognition (TC) refers to teachers’ beliefs, knowledge, thoughts and attitudes; and it is directly linked to what teachers do in their classrooms. Therefore, investigating second language teacher cognition (SLTC) is crucial for language learning and teaching. Although SLTC is a well-studied area, pronunciation TC remains understudied. This is hardly surprising since pronunciation is generally neglected in language classrooms (e.g., Calvo Benzies, 2013). Some language teachers do not receive any pronunciation training (e.g., Saito & Poeteren, 2012). Consequently, most teachers are not confident in teaching pronunciation (e.g., Yeou, 2010). Non-native English language teachers (NNEST) can feel even more anxious to teach pronunciation due to insecurities about their own pronunciation (e.g., Jones & Gilbert, 2016).
To better understand what factors contribute to pre-service NNESTs’ cognition development in English as a foreign language (EFL) settings, this study will serve as an exploratory research which will approach SLTC from two different perspectives in the context of 100 pre-service teachers in North Cyprus universities. The first perspective will be a cross-sectional examination, aiming to evaluate the pre-service NNESTs’ self-reported cognition via Teacher Cognition Questionnaires and find how their cognition is related to a range of affecting variables, such as prior language learning experience, self-confidence, subject matter knowledge, self-perception and proficiency levels. To further examine the actual impact of these variables on SLTC, I will also conduct a longitudinal investigation. At this stage, the participants will receive pronunciation training and teacher cognition workshops over one academic semester. Using a pre- and post-test design, their change in cognition will be compared with their improvement in content knowledge on pronunciation teaching, self-perception, and proficiency levels. Based on precursor studies (e.g., Burri, 2015), I predict a positive correlation between variables of the study and SLTC due to intervention; and TC to shift towards a more positive attitude regarding teaching pronunciation in language classrooms.


How much exposure is needed for learners to pay attention? Lessons from an eye-tracking study

Bimali Indrarathne, Judit Kormos & Michael Ratajczak (Lancaster University)

In this study we examined how students pay attention to target items in written L2 input in different instructional conditions and how attentional processing is related to the length of exposure. In an eye-tracking study, 45 undergraduate L2 learners of English in Sri Lanka read a story containing seven examples of a grammatical construction on three separate sessions. The first group read the stories with no textual enhancement and the second with the examples of the target structure visually enhanced. These were considered implicit instructional conditions. The third group was exposed to enhanced input with a specific instruction to pay attention to the highlighted construction in the input. The fourth group also received explicit explanation of the target construction between the first and second exposures. The latter two exposures were considered explicit instructional conditions. Eye tracking
was used to collect data on attentional processing, which we measured by the difference between observed and expected total fixation duration (DOE) on the target items.

Using Linear Mixed-Effects Models, we examined how input type, text and item sequence influenced the changes in DOE values. We fitted our models with random effects to accurately estimate the fixed effects while accounting for random variation in DOE associated with the differences between participants. The findings indicate significant main effects of input type and target item and interactions between input type and text, between input type and items and three-way interactions between the examined factors. Participants paid most attention to the first two items in each three texts and in the explicit instructional conditions attention decreased significantly afterwards. In the implicit conditions this decrease could not be observed. Explicit explanation between the exposures was found to be effective in raising attention to target items.

**Which meaning of an ambiguous word is activated in the subordinate-bias sentence?**

Tomomi Ishida (Nagoya university)

Second language (L2) learners often have difficulty in retrieving from memory the appropriate meaning of a lexically ambiguous word when the sentence is biased toward subordinate meaning. Several studies in first language (L1) have revealed that only meaning related to the context is activated in the subordinate-bias sentence (e.g., Simpson & Krueger, 1991), although other studies have found both meanings are facilitated (e.g., Tabossi & Zardon, 1993).

The present study investigates the effects of sentence context and frequency of meaning in L2 ambiguity processing. Three models are proposed: the selective access model, in which only contextually relevant meaning is activated; the multiple access model, in which the activation of multiple meanings occurs independently of prior semantic context; and the ordered access model, in which the more frequent meaning is always retrieved first. The study examines these models by comparing the priming paradigm performance in a lexical decision task of native speakers of English and Japanese EFL learners.

Twenty-four homographs and two associates for each were selected from a pretest taken by native and non-native speakers. The participants were instructed to read the subordinate-bias sentences embedding the homograph and then make lexical decisions about visually presented targets.

The result revealed that native speakers derived appropriate meaning from context faster than inappropriate meaning and both meanings were significantly facilitated regardless of the stimulus onset asynchrony (SOA). For non-native speakers, however, no explicit priming of targets was found in the short interval (SOA 300ms). In the longer SOA (700ms), both meanings were activated but the dominant meaning, which was inconsistent with the context, was activated more quickly than the subordinate one. These findings indicate that initial retrieval of meaning is slow and frequency of meaning has an influence in the activation of L2 ambiguity processing.

References
The idea that knowledge of affixes, especially prefixes, are useful in expanding vocabulary seems to be widely accepted by practitioners. In fact, it is known that affix knowledge correlates with a second language (L2) learner's vocabulary size (Mochizuki & Aizawa, 2000; Noro, 2002; Schmitt & Meara, 1997). It is not clear, however, if the increased vocabulary is due to the fact that affixed words are stored in the mental lexicon as is. In other words, little is known as to whether affixes are independent of or dependent on root words. Therefore, this study, while focusing on prefixes, examined the extent of prefix knowledge of L2 learners to investigate how such knowledge is stored in the mental lexicon. Japanese L2 learners of English (n = 253) took a test where they were asked to choose correct combinations of prefixes and root words after the meanings of the root words were given. Twenty-three prefixes were selected from Bauer and Nation’s (1993) list of affixes. The prefixed words were covertly divided into two categories based on frequency data. The scores were then compared according to the frequency groups. The result revealed that the average score of the higher frequency words was statistically significantly higher than that of the lower counterpart (t (252) = 19.972, p < .001, r = .783). The result indicated that knowing the meanings of both prefixes and root words did not guarantee the application of them in lower frequency words. Upon further investigation, the familiarity index to each word strongly correlated with the number of participants answering correctly (r = .778, p < .001). Taken together, these results seemed to indicate that the knowledge of prefixes were dependent on the root words, and prefixed words were stored as separate entries from their root words in the mental lexicon.

References


A study based on a survey of familiarity ratings for multiword sequences among Japanese EFL learners

Yukari Isobe (Kyoto Seika University), Shuhei Kadota (Kwansei Gakuin University), Yu Kanazawa (Kwansei Gakuin University / Otemon Gakuin University), Noriko Matsuda (Aino University) & Miwa Morishita (Kobe Gakuin University)

Familiarity with lexical entries is considered one of the factors that would affect linguistic processing. It is defined as the degree to which language users feel they see or hear a specific lexical item on a daily basis. Along with frequency of occurrence, it is suggested that familiarity plays an important role in L2 language processing. Previous studies showed that not only word-level but also sequence-level familiarity facilitates the recognition process (e.g., Isobe, 2011; Moon, 1998). For a better understanding of the language processing mechanism, to create databases on familiarity from single words to multiword units is critical. However, although the data on word familiarity have been accumulated (Yokokawa, ed., 2006), research on sequence familiarity in the L2 mental lexicon is still scarce. To explore how familiar EFL learners feel with highly frequent English multiword expressions, our research project conducted a major survey of familiarity ratings for whole word sequences on a seven-point scale using an online research tool, Survey Monkey. A total of 1,050 Japanese undergraduate students participated in this research. As the stimuli, 501 items were selected from the PHRASE List (Martinez & Schmitt, 2012). The analysis of the Spearman rank correlation demonstrates that there is a mild correlation between the familiarity ratings by non-native speakers of English and BNC frequency for the multiword units ($\rho = 0.47$, $p < .001$, 95%CI [.40, .54]). No significant difference was observed between the familiarity rating and the length of sequence, i.e., the number of words and syllables included, respectively ($\rho = -.127$, $p = .004$, 95% CI [-.212, -.04], $\rho = -.163$, $p < .001$, 95% CI [-.247, -.076]), which shows different trends from the word familiarity rating mentioned above. The overall results indicate that the familiarity rating for multiword sequences may be influenced by factors other than BNC frequency and the length of word strings. Further implications from the findings will be discussed from a multifaceted perspective of several factors: the frequency and familiarity of single lexeme and the types of word combination.


The Effect of Alphabetic Print in the Acquisition of L2 Oral Skills: The Case of Modern Greek

Eleni Janko (Northumbria University)
This paper provides experimental evidence for the influence of alphabetic print in the acquisition of second language (L2) oral skills. Alphabetic print is the system that languages with alphabets use in order to represent speech in writing. Research has shown that acquiring the phoneme-grapheme correspondence and being exposed to text provide the necessary tools to process spoken language (Morais et al., 1979; 1986). The participants of this experiment were native speakers of English. They were taught gender agreement in Modern Greek (MG) through the experimental software OpenSesame (Mathôt et al., 2012). MG is a highly inflectional language, while the acquisition of gender agreement is considered to be challenging for adult L2 learners (Konta, 2012). One group was exposed to picture, text, and sound, while the other group was only exposed to picture and sound. The research hypothesis is that the existence of print will contribute to a more accurate production of speech. The preliminary results of the speech production task in the delayed test support the research hypothesis; text contributes to a more accurate speech production and draws attention to morphology. Potential theoretical implications will be discussed, while the design of a larger scale study on the effect of literacy in the acquisition of L2 oral skills will also be introduced.


**Incidental word learning during reading in children who speak English as an additional language: Evidence from eye movements**

Holly Joseph (University of Reading)

Background. Children who speak English as an Additional Language (EAL) generally have poorer vocabularies, poorer reading comprehension skill, and show poorer attainment than their peers whose First Language is English (FLE), yet they also make faster progress in literacy at school (Strand et al., 2015), suggesting that they may employ particular skills or strategies that enable their rapid improvement. One possible candidate for this is the controversial bilingual advantage in word learning (Kaushanskaya & Marian, 2009). While a number of previous studies have examined word learning in bilingual children using explicit learning tasks, incidental learning of novel words through reading has not been studied in EAL children. As reading is the primary medium through which older children and adults encounter new words, it is important to see whether any bilingual advantage in word learning observed in explicit tasks is also seen during incidental learning during reading in EAL children.
Method. 28 EAL and 28 FLE children, aged 10-11 years, read a series of sentences containing six presentations of low frequency unfamiliar words over two training sessions while their eye movements were monitored. Children also read the target words in neutral or informative sentences before and after exposure which served as pre- and post-test comparisons. Finally, children were given three offline post-tests to measure their orthographic and semantic learning of the six novel words.

Results. Preliminary results show that EAL children demonstrated evidence of better learning (better performance in one post-test, and a larger difference between pre- and post-test reading times), earlier learning (a more rapid reduction in reading times during exposure), and greater sensitivity to context (a larger difference in reading times on words encountered in neutral versus informative contexts) than their FLE peers.

Conclusions. Preliminary results are consistent with the controversial bilingual advantage for word learning. EAL children’s relatively rapid incidental vocabulary learning under tightly controlled conditions may be due to their experience in learning new words with fewer encounters (by virtue of using each language only part of the time) and their experience encountering words in more diverse contexts (i.e. language environments). These experiences may lead to superior cognitive flexibility, argued to be responsible for the bilingual advantage.


Piloting a diagnostic test of prosodic sensitivity for English L2 learners

Marie-Pierre Jouannaud (Université Grenoble Alpes)

The aim of the present study is to present a preliminary investigation of the validity of an online diagnostic test of prosodic sensitivity for first year English majors at a French university who experience difficulty in listening comprehension. Sensitivity to lexical stress is hypothesized to be important because it allows learners to isolate words and chunks in the stream of speech (Cutler 2001, Tremblay 2008). Its role in L1 reading comprehension has been investigated (Whalley & al 2006), but its relationship with L2 listening has not, to our knowledge, been much studied (but see Meerman & al 2014).

The test is divided into 3 parts: the first 20 items are modelled after Leong & al (2011), who used their test to investigate syllable stress perception deficits in L1 dyslexics. Candidates hear pairs of 4-syllable words, some correctly stressed, some not, and need to indicate whether they are stressed on the same syllable or not. The second part contains 3-syllable words known to be difficult to pronounce for French learners. They are pronounced correctly and candidates need to indicate which syllable they think is stressed. This is similar to the test used by Meerman & al (2014), but might be sensitive to word familiarity (the students all know the written form of the words, most of which are cognates in French, but may differ in their familiarity with the spoken form). In order to mitigate this problem, the third part uses
nonce words from Altmann (2006). Vocabulary size and listening comprehension are assessed separately.

The test will be analyzed for reliability, and the items for their discriminatory power. The relationship with the results of the listening comprehension measure will be presented.

References:


Relationship between utterance fluency and phrasal vocabulary size

Jimin Kahng (Northeastern Illinois University)

Fluency refers to how easily and smoothly speech is delivered (Lennon, 1990) and constitutes a critical component of second language (L2) oral proficiency. Utterance fluency can be objectively measured by temporal variables, such as articulation rate and frequency and duration of pauses in speech samples. It has been claimed that the use of formulaic language facilitates oral fluency (e.g., Boers, Eyckman, Kappel et al., 2006; Bybee, 2002; Pawley & Syder, 2000); however, relationships between different aspects of utterance fluency and phrasal vocabulary size have not yet been fully investigated. Forty-four Chinese learners of English participated in the current study. Their spontaneous speech samples were analyzed in terms of speed and frequency and length of silent and filled pauses. The temporal measures were correlated with their phrasal vocabulary size (Martinez, 2011, Martinez & Schmitt, 2012). The results show that the L2 speakers’ phrasal vocabulary size is correlated with their overall L2 proficiency scores and frequency of silent pauses but not with that of filled pauses or articulation rate. Possible explanations are discussed based on the qualitative analysis of speech samples in terms of participants’ use of formulaic language.


Exploring unconscious perceptions of morphological similarity between Estonian and Finnish

Annekatrin Kaivapalu (Tallinn University) and Scott Jarvis (Ohio University)

Language users’ perceptions of cross-linguistic similarity between the target language (TL) and the languages they have previously acquired have been found to affect TL acquisition and processing more than the objective distance between the languages (e.g. Ringbom 2007). Thus, it is crucial for researchers to gain a better understanding of why this is so and how perceived similarity works in relation to both conscious and unconscious cognitive processes. Learners’ conscious perceptions (or conscious awareness of their perceptions) of similarity have received some attention in past research (e.g. Author 1 and Martin 2014), but little is known about the factors that govern the unconscious detection of cross-linguistic similarity.

In this presentation we report preliminary results from a pilot study dealing with Estonians’ and Finns’ unconscious perceptions of morphological similarity between Estonian and Finnish, as measured through their latencies on a lexical decision task involving cross-linguistic primes. Past research has shown that people respond more quickly with related primes than with unrelated primes, and that their latencies are also affected by the degree of similarity between the prime and the target. The use of priming methodology is therefore a good way to measure the degree of psycholinguistic similarity between pairs of items in related languages. (cf. Jiang 2012)

Our lexical decision task was created using Inquisit software. The target stimuli in the task are the same words that have been used in previous research to explore Estonians’ and Finns’ conscious judgments of cross-linguistic similarity (Author 1 and Martin 2014). They include Estonian and Finnish words that are or are not similar in form, ranging from most to least similar in both form and morphological function. Five L1 Estonian speakers and five L1 Finnish speakers, all with no previous knowledge of or exposure to the other language, were recruited for the study. The results will be discussed in terms of the average reaction times obtained, which are taken as an indication of the perceived distance between each prime-target pair. The results of this study will be also compared with the results of previous work involving conscious judgments of cross-linguistic similarity.
Robust effects of learners’ ages and classroom experiences on the interpretation of nonverbal behaviors in EFL classrooms

Nobuhiro Kamiya (Gunma Prefectural Women's University)

This study was conducted to examine the effect of learners’ ages and their English proficiency concerning interpretation of nonverbal behaviors in EFL classrooms. Participants consisted of four groups of Japanese students: 32 sixth graders attending public schools (no detectable CEFR level), 18 sixth graders attending English immersion schools (B1:A2), 30 university students with lower proficiency in English (A2:A1), and 32 university students with higher proficiency in English (C1:B2). They watched 48 short video clips taken from four EFL classrooms in Japanese elementary schools without sound, and judged whether the teachers had asked a question while providing reasons for their opinion.

When compared to sixth graders, the results showed that university students were able to make judgments more accurately and also recognize a larger number of nonverbal behaviors. A reason is that adults were able to notice and correctly interpret wait time, which children rarely mentioned. In contrast, children’s wrong judgments were derived from their classroom experiences in line with Sime (2006). They wrongly assumed that students’ raised hands was a strong indicator of questions being asked. However, English proficiency had no effect on accuracy of choice. These results coincide with Kamiya (2016), suggesting that there are robust effects of learners’ ages and classroom experiences on the interpretation of nonverbal behaviors.

However, a notable difference was observed in the usefulness of teachers’ gestures between this study and Kamiya (2016). Whereas iconics, which exhibit concrete representation, tend to elicit more accurate judgments, deictis, which carry abstract representation, tend to function detrimentally on the interpretation of gestures. This explains why the results on the benefits of teachers’ gestures in past studies do not concur with each other. The results propose that video not be used in listening tests because the scores may fluctuate simply owing to the test takers’ ages and classroom experiences.


References


Acquisition of Cantonese classifiers in majority and minority language contexts

Ting Yan Rachel Kan (University of Essex)

In Cantonese, classifiers are obligatory in different types of noun phrases, such as (1):

(1) 三 本 書  (‘three books’)
    sam1 bun2 syu1
    numeral classifier noun

Different nouns require different classifiers, typically depending on physical properties such as size and shape. Therefore, using classifiers accurately requires understanding of the semantic connection between lexical items and their associated classifiers.

Studies have shown that Cantonese-speaking children in Hong Kong produce noun phrases with classifiers by age 2 (Szeto, 1998). However, younger children have smaller classifier repertoires, and so over-rely on the general classifier go3 as a substitute (Stokes & So, 1997). Adolescent heritage speakers in language minority contexts have been shown to over-use go3 in the same way (Li & Lee, 2001). However, the preceding developmental stage has not been thoroughly examined. Therefore, the present study investigates the acquisition of Cantonese classifiers in majority and minority language contexts, by comparing children from Hong Kong aged 5-11 (HK; n = 61) to heritage speaker peers in the United States (US; n = 72).

A picture-naming task was used to elicit noun phrases, with six classifiers targeted. A translation of the Peabody Picture Vocabulary Test-IV (Dunn & Dunn, 2007) was also administered. Results showed that the HK group produced classifiers accurately across the age range. The US group was mostly accurate in grammatical structure but poor in selecting the appropriate classifier, with many participants over-using (or using exclusively) go3. Vocabulary scores predicted accurate use of classifiers, demonstrating the benefit of more advanced lexical knowledge.

The above findings suggest that language context had a bigger effect on acquiring the semantic component than the grammatical component of Cantonese classifiers. In the presentation, the role of cross-linguistic influence in morphosyntactic development of heritage languages and implications for our understanding of first language acquisition will be discussed.

References


Affective Input Enhancement via Emotional Prosody: Valence-Dependent Difference in its Modes and Effects on L2 Incidental Lexical Memory

Yu Kanazawa (Kwansei Gakuin University / Otemon Gakuin University)

Emotion is becoming more and more widely known to play a pivotal role not only in L2 lexicon (cf. Dewaele & Pavlenko, 2002) but also in L2 processing and L2 learning (cf. Sharwood Smith & Truscott, 2014). Kanazawa (2016) empirically showed that micro-level emotion (e.g., Lexical Valence; LexVal) deserves mindful attention in L2 semantic processing/memory. This study extends the scope to L2 phonological processing (e.g., Emotional Prosody; EmPros) to investigate whether and how different modes of micro-level emotion have different impacts on L2 memory formation.

Japanese L2 users of English participated in the experiment. Oral Imitation Task was implemented for the study task, in which words were visually presented on the computer screen one at a time following the auditory prime of the identical words. Participants were instructed to orally imitate the words they heard and saw while trying to replicate the emotional tone of the presented sound. Each word corresponds to either positive (LexVal+), neutral (LexVal=), or negative (LexVal-). The valence data for each word were retrieved from proto-ANEW-JLE (Kanazawa, 2016; for L2) and ANEW database (Bradley & Lang, 1999; for L1). The emotional tone of each auditory prime was either happy (EmPros+), unemotional (EmPros=), or sad (EmPros-). In order to dissociate the effects of LexVal and EmPros, 3x3 exhaustive coupling of LexVal and EmPros was introduced. The orders of the LexVals, the EmPros, and the LexVal-EmPros-couplings were counterbalanced between participants. The test session consisted of free recall memory test and recognition memory test under incidental learning paradigm. The numbers of correct responses for both memory tests and mean correct response RTs for recognition test (dependent variables) were calculated according to (a) EmPros and (b) LexVal (independent variables).

It was revealed that (a) EmPros+ had significant facilitatory effect compared to EmPros= for recall performance whereas the facilitatory effect of EmPros+ was not statistically significant. (b) For LexVal, LexVal+ and LexVal- were significantly better recalled than LexVal= whereas mnemonic advantage of positive valence was not seen in recognition test. The results showed stronger effect of ‘negativity bias’ (Bąk, 2016), in opposition to the ‘positivity bias’ (Kanazawa, 2016). The theoretical rationale of the results, implications for L2 vocabulary learning, and prospects for further study are presented.

References

Gaming Grammar among young learners of French: Distribution of practice effects for learning verb morphology

Rowena Kasprowicz & Emma Marsden (University of York)

Modest benefits of digital games have been demonstrated for some aspects of L2 learning, including vocabulary, communication skills, cultural awareness (Plonsky & Ziegler, 2016). Yet very little research has evaluated digital games informed by SLA theory for learning grammar.

We report an experimental evaluation of a digital grammar learning game for beginner learners of L2 French aged 8-11.

The game utilised input-based Form-Meaning Mapping (task-essential attention to form-meaning connections) (VanPatten, 2015) to teach verb inflections (tense, number), an approach shown to be effective for young learners (Kasprowicz & Marsden 2017).

Via a classroom-based experiment, we investigated: a) the effectiveness of the game for learning and motivation and b) the extent to which distribution of practice (i.e. varying the spacing between practice) mediated learning, an issue which has received little attention despite calls for research (Suzuki & DeKeyser, 2015).

For three weeks, 200 learners were assigned to either a 7-day group (three weekly 60-minute gameplay sessions), a 3.5-day group (six twice-weekly 30-minute gameplay sessions), or a test-only group.

At post-test, both +game groups made large (d>1.00) gains in written and oral comprehension and production compared to control. At a six-week delayed post-test, performance of the +game groups was mediated by outcome type, suggesting that knowledge type influenced the relative effectiveness of different practice distributions (see Suzuki & DeKeyser, 2015). Learners’ prior L1 metalinguistic knowledge and their inductive and deductive language-analytic abilities had predictive power over performance. Online play data revealed different learning trajectories for individuals in both +game groups. Motivation for the game was high when compared to previous French learning experiences.

Our findings demonstrate explicit grammar learning among young learners, a role for meta-analytic individual differences in mediating learning, the effects of different outcome measures on spacing effects, and, more generally, the potential of online game data in SLA research.
Investigating the role of modality in learning L2 syntax under incidental exposure conditions

Kathy Kim (Michigan State University)

This artificial grammar learning study sets out to investigate the effect of modality (e.g., visual and aural) in learning L2 syntax under incidental conditions (e.g., Conway & Christiansen, 2009; Saffran, 2002). Despite frequent acknowledgements that first language acquisition proceeds incidentally as a result of auditory input, little is known whether adult L2 learners can learn L2 syntax in a similar manner. To address this issue, this study investigates the role of input and test modality (i.e., visual or aural) in learning L2 syntax as a result of incidental training and whether certain type of modality is conducive to implicit learning and implicit/explicit knowledge. Sixty-one native speakers of English with no knowledge on verb-second languages were trained with a semi-artificial language in either aural or visual modality. Grammaticality judgment tests, serving as learning measures, were equally constructed with aural and written modality and both retrospective verbal reports and source attributions measured consciousness to determine the nature of the resulting knowledge. Aligned with Reber’s (1993) claim, the results revealed that learning L2 syntax under incidental condition is amodal; that is, both group equally revealed a distinct learning effect for L2 word order with no difference. Interestingly, the type of gained knowledge as a result of auditory and visual exposure differed in that the former is conducive to unconscious (implicit) knowledge and latter to conscious (explicit) knowledge. These findings will be discussed in regard to theoretical, methodological, and pedagogical implications in learning L2 syntax.


How Complex is L2 Processing? A Look at L2 Spanish Articles in Incorporation and Predictive Parsing

Gabrielle Klassen (University of Toronto)

Results in second language (L2) processing are conflicting, with some evidence that L2 learners process like native speakers (e.g., [3], [4], [5]) and some that they do not (e.g., Shallow Structures Hypothesis (SSH), [1], [2]). This project seeks to test the SSH by investigating the L2 incorporation of article semantics in real-time (predicted by SSH) and the use of said incorporation in making attachment predictions (not predicted by SSH).

32 advanced L2 Spanish (L1 English) participants (+32 controls) performed two self-paced reading tasks: an “incorporation” task and an “attachment” task. The “incorporation” task investigated sensitivity to semantic violations. Participants read short contexts followed by a sentence with a congruent (N=16) or incongruent (N=16) article. A preliminary analysis of the residual reading times in the post-nominal section show that both groups read faster when the preceding NP had a congruent article than an incongruent article (Native: difference=45.3ms, L2: difference=37.6ms, F(1, 364) = 11.7, p < 0.05).

The “attachment” task investigated predictions of temporary attachment ambiguities. Participants read isolated sentences with a definite or indefinite direct object followed by either a VP- or NP-attached PP (N=32, translations of [6]), as in (1).

(1) El hombre miró a un/al cliente con pantalones rasgados/con desconfianza...

The man glanced at a/the customer with ripped jeans (NP-attached)/with suspicion (VP-attached)… Preliminary results of residual reading times showed that both groups read VP-attached PPs faster when preceded by a definite NP (Native: difference=133ms, L2: difference=208ms), and a NP-attached PP faster when preceded by an indefinite NP (Native: difference=137ms, L2: difference=78ms, interaction of definiteness and attachment: F(1, 208) = 10.4, p < 0.05). Results show evidence against the SSH. Participants not only incorporate semantic information in real-time but they also use this incorporation to make complex structural predictions, showing both a structurally complex L2 parse and prediction.

References


Measuring implicit knowledge of the stem-vowel change in German strong verbs: A visual-world eye-tracking study

Eva Koch (Vrije Universiteit Brussel) & Aline Godfroid (Michigan State University)

In native language comprehension, people constantly integrate lexical, morphosyntactic, pragmatic and contextual information to predict upcoming input (Altmann & Kamide, 1999; Huettig et al., 2011), which facilitates efficient communication (Jaeger & Snider, 2013). Adult L2 learners, however, manifest difficulties in exploiting grammatical cues to generate such anticipations (Kaan, 2014). Some studies found L2 sentence processing to rely more on lexical-semantic rather than on grammatical information (e.g., Hopp, 2015).

Our study investigates whether advanced L2 German learners (L1 Dutch) can use the grammatical information encoded in stem-allomorphs of German strong verbs in comprehension. Morphosyntactic information in German strong verbs is not only encoded through affixation but also through stem-allomorphy. As a consequence, the difference between the 3rd p. sg. and the 2nd p. pl. in present tense is marked only through a stem-vowel change. We wish to examine whether L2 learners can use the changed vowels in auditory input as a cue for syntactic number.

We compare data of 20 learners of German to those of 20 native speakers in a visual-world eye-tracking experiment using a sentence-picture matching task. Participants are exposed to two pictures, varying in the number of referents depicted, in combination with auditory sentences in which the vowel of the verb stem represents the first reliable cue for number. Successful exploitation of the morphosyntactic information encoded in the stem-allomorphs is measured as anticipatory eye-movements towards the correct picture.

The findings may have important theoretical and methodological implications. The absence of anticipation in the L2 group would confirm the processing differences between L2 and L1 speakers in sentence comprehension. However, the presence of anticipatory eye-movements would imply that our method could be used as a measure of implicit morphosyntactic knowledge, and be compared to measures of explicit knowledge. Furthermore, the method can be implemented in combination with learning treatments.


Do orientation and size matter? Mental simulation of object properties in L1 and L2 readers

Dietha Koster (Westfälische Wilhelms Universität Münster)

There is evidence that both abstract, amodal symbols (Burgess & Lund, 1997) and “mental simulations” (Barsalou, 1999) contribute to language comprehension. An unexplored question is whether adult L2 learners in a foreign language context perform mental simulations while reading their L2 (but see Vukovic & Williams, 2014 for an exception). In this bidirectional study we examined whether and how L2 learners of German and Spanish (N=222) make mental simulations of object orientation and size, in comparison with L1 speakers (N=64). With a standard sentence-picture verification task (Stanfield & Zwaan, 2001), we analyzed L2 and L1 speakers’ verification reaction times to objects that varied in position and size. The objects were preceded by mis/matching German sentences with verbs that indicated object orientation or Spanish sentences with suffixes that indicated object size. In addition, we analyzed whether individual differences in L2 learners affected their reaction speed. Our results support the hypothesis that both L2 and L1 speakers simulate object size, but not orientation. L2 speakers’ reaction times were slower than those of L1 speakers. We also found evidence that L2 proficiency and degree of knowledge of language-specific forms affected reaction times. Importantly, these results urge SLA researchers to consider a simulation model for L2 comprehension or to consider how simulation may fit into existing models on L2 comprehension (e.g. Kroll & Stewart, 1994).

References


The effects of task complexity and L2 aptitude on the development of the present third person singular through recasts

Nektaria Kourtali (UCL, Institute of Education)

Inspired by cognitive-interactionist perspectives on SLA, the role of recasts, a corrective feedback technique, has received much attention from instructed SLA researchers in recent years. While a variety of factors have been identified as influencing its effectiveness in promoting L2 development, task complexity and L2 aptitude are two potential moderator variables that have been the object of relatively little attention. To fill this gap, this study examined whether task complexity affects the extent to which recasts facilitate the production of modified output and development in the knowledge of the present third person singular, and whether L2 aptitude moderates the combined effects of recasts and task complexity on modified output and L2 learning.

Sixty Greek learners of English, ranged in age from 11 to 13, were randomly assigned to one of two experimental conditions; [+complex task] and [-complex task]. Task complexity was operationalized as the absence versus presence of reasoning, with the simple and complex conditions including information transmission and decision-making tasks, respectively. Participants carried out two tasks as part of the treatment with a more advanced interlocutor, who supplied recasts in response to errors in the present third person singular construction. The study utilized three types of pre-test-post-test outcome measures in order to gauge L2 development: an elicited imitation task, a controlled oral production task, and a controlled written production task. The oral tests were designed to measure the learners’ procedural knowledge of the target feature, whereas the written test aimed at assessing their declarative knowledge (DeKeyser, 2007). The LLAMA test (Meara, 2005) was administered to provide an index of the learners’ L2 aptitude. The LLAMA D, E and F components were used in order to measure the learners’ ability to recognize sounds, to associate sounds with their symbols, and to make grammatical interferences.

A series of mixed-model ANOVAs revealed that the students in the -complex condition outperformed those in the +complex condition on the written production test. With regard to L2 aptitude, correlational analyses showed that the oral and written production gains exhibited by the students in the +complex condition were related to their ability to recognize sounds, whereas their improvement on the written production test was linked to their ability to associate sounds with symbols. These results are discussed in terms of cognitive models of task-based learning and speech production. The pedagogical implications of the findings are also considered.

References


Comparing two approaches to computer-adaptive vocabulary testing

Benjamin Kremmel (University of Nottingham / University of Innsbruck)
Computer-adaptive testing offers numerous advantages for vocabulary assessment for both SLA research and language pedagogy (Tseng, 2016; Douglas & Chapelle, 2006). However, hardly any computer-adaptive vocabulary tests have been developed and validated. Even though the Computer-Adaptive Test of Size and Strength (CATSS) (Laufer & Goldstein, 2004) is a notable exception to this, its computer-adaptiveness is limited to the degree of form-meaning link knowledge in four modalities and the test as a whole remains a relatively static one-size-fits-all solution.

This paper will discuss the development of a new vocabulary test that is designed to incorporate an increased number of the advantageous features of computer-adaptive assessments. It will present a comparison of the effectiveness and efficiency of two different approaches to computer-adaptive test design. In the first design (floor-first), candidates proceed through a series of decreasingly lower frequency bands of items, accumulating a score until they arrive at a ceiling point of their knowledge. This will be empirically contrasted with the second design (multi-level, multi-stage), in which candidates are presented with a range of frequency-based items in several stages, and their success in answering these determines the item selection in the next stage.

The vocabulary knowledge estimates from these two approaches will be compared to the learners’ scores taken from a much larger vocabulary test which will be used as a baseline (N=50). In addition, the two different approaches are compared for their re-test reliability based on scores from an international group of EFL learners from more than four different L1 backgrounds (N=200), who have taken either of the test design versions twice. The results will shed light on the workings of the two design approaches and will suggest which mode of computer-adaptiveness is more robust for operationalization in adaptive vocabulary tests, both in terms of its reliability and its accuracy.

### Implementing identity texts as a multilingual pedagogy in an EFL class for newly-arrived students in Norway

Anna Krulatz (Norwegian University of Science and Technology) & Jonas Iversen (Osloskolen)

According to Cenoz and Gorter (2013), EFL instruction “has traditionally been associated with teaching practices that encourage the isolation of English from the other languages in the student’s repertoire and in the school’s curriculum” (p. 591). On the contrary, the Council of Europe stipulates that one of the goals of EFL instruction is to foster learners’ plurilingualism. Identity texts, defined as spoken, written, musical, dramatic, or multimodal texts in contexts where multiple languages and cultures are present in the classroom (Cummins et al., 2005) constitute an example of a multilingual pedagogy which allows teachers to stipulate cross-language transfer, literacy engagement and identity development. This paper presents a curriculum development project which aimed at integrating identity texts in the EFL classroom for newly-arrived students in Norway to increase opportunities for multilingual literacy engagement and identity investment in the classroom. A language teacher at the Center for Intensive Norwegian Teaching at Osloskolen (Språksenteret for intensiv norskopplæring i Osloskolen) and a researcher from the Norwegian University of Science and Technology (NTNU) collaborated to develop a cross-curricular, multilingual module that focused on identity texts, including learning objectives, lesson plans and learning materials. The module was delivered over a
course of four weeks, during which students analyzed samples of identity texts, and engaged in the writing and publishing process of multilingual texts on the theme “Being young” in three languages: Norwegian, English, and a mother tongue. We report the teacher’s and the students’ reflections on the relevance and usefulness of the project, illustrate the outcomes with extensive examples of student work, and discuss the implications for EFL teaching through multilingual pedagogies that foster language development through drawing on students’ linguistic and cultural resources.

References


Processing of inflectional and derivational morphology in the second language

Nesrin Kutlay & Ayşe Gürel (Bogazici University)

The psycholinguistic literature has revealed inconclusive findings regarding the mechanisms employed by native and non-native speakers for processing morphologically complex words. While some researchers suggest that late L2 learners rely on mechanisms similar to those employed by native speakers [2,3], others assume decompositional access for native speakers but whole-word storage for late L2 learners [1,6]. It has been suggested that the morphological category tested (i.e. derivation and inflection) may explain the differential results in previous L2 studies [4, 5].

Turkish, an agglutinative language with rich morphology, is conducive to test potential differences in the processing of derived and inflected words in native and non-native speakers. To this aim, 72 native and 72 L2 speakers of Turkish (with L1 English) were tested, at different times, via two masked priming experiments, which included the same 24 bare target roots (i.e., verbs). In both experiments, the prime–target pairs were presented in four prime conditions: i) Identity (ver–VER, ‘give–give’), (ii) Inflected Test (verdi–VER, ‘give’+past tense suffix–‘give’); Derived Test (vergi–VER, ‘tax’: ‘give’+ noun-forming derivational suffix–‘give’),(iii) Orthographically-related (verem, ‘tuberculosis’–VER, ‘give’), and (iv) Unrelated (bak,’look’–VER ‘give’). Both experiments also included 72 fillers and 96 nonwords. The prediction was to find identical reaction times (RTs) on the target in the Test conditions compared to the Identity condition indicating morphological decomposition (full-priming). No orthographic facilitation was predicted in either group.
RTs were log-transformed and analyzed with linear mixed-effects models using the lme4 package in R. The preliminary analysis suggests that native speakers decompose both inflected and derived forms, whereas L2 speakers seem to show partial priming in both morphological categories. Nevertheless, priming effects cannot be attributed to the orthographic overlap between primes and targets hence purely morphological decomposition. Findings suggest the possibility of achieving qualitatively native-like processing in advanced proficiency levels.

References:


Identifying formulaic sequences in learner language texts with keystroke logging

Sinikka Lahtinen (University of Turku), Outi Toropainen (University of Oulu), Katja Mäntylä (University of Jyväskylä) & Mari Mäkilä (University of Turku)

In this case study, we discuss the possibility of identifying formulaic sequences in the texts written by L2 learners of Swedish, English and Finnish with the help of keystroke logging. With a formulaic sequence, we refer to a sequence of two or more lexical items which the learner acquires through linguistic input as a complete “package” or unanalysed whole (Wray 2002). Previous research on formulaic language has often been corpus-driven, frequency-based and has focused on English as L2 (Jaworska, Krummes & Ensslin 2015).

In an earlier phase of the study, phraseological choices made by L2 learners of Swedish, English and Finnish at different levels of proficiency were studied. Formulaic elements used in texts were analysed for their complexity, frequency and variety. The analysis showed that the formulaic sequences in the three morphologically different languages differ. Also, the notion of a formulaic sequence gets complicated when adding an agglutinative language such as Finnish into the comparison. This study aims to explore in greater detail what kind of lexical elements might be produced as entities when writing.
We used keystroke logging which is a method for recording keyboard activities during computer writing (Strömqvist & al. 2006). The writing can be replayed in real time, and pausing and revisions studied in detail. Our hypothesis is that the length of bursts (Chenoweth & Hayes 2001) and possible revisions reveal which lexical items appear as formulaic sequences in learners’ text production. The texts were written by eight university students learning Swedish, English or Finnish in Finland. The preliminary results show that formulaic sequences can indeed be identified by studying keystroke logging data. We discuss how these findings open doors for a new kind of research in the field of formulaic sequences, and in understanding typologically different languages.


Singles or families: Does knowledge of base words extend to derived forms?

Batia Laufer & Beverley Yohanan (University of Haifa)

Second language vocabulary research and testing often conceptualize a 'word' as 'word family', i.e. a base word with its inflected and derived forms that are constructed with affixes classified by Bauer & Nation (1993) into 7 levels of difficulty. A corollary of this conceptualization is that when the base word is familiar, the derived words can easily be understood (Nation, 2006; Nation & Beglar, 2007). And yet, some studies show that this assumption cannot be taken for granted since morphological knowledge may depend on learners' proficiency (Leontjev, Huhta, & Mantyla, 2016; Mochizuki & Aizawa, 2000), or affix nature (Leontjev, 2016; Schmitt & Zimmerman).

Our study investigates receptive derivational knowledge of L2 learners as a function of four variables: base word frequency, derived word frequency, affix type according to Bauer and Nation's (1993) hierarchy, and learner proficiency. Seventy nine learners of English as a Foreign Language at two proficiency levels received two tests, the VST - Vocabulary Size Test (Nation & Beglar, 2007) and a self-made 'Derivatives Test', which included derived forms of VST base words. We used paired t-tests, repeated measures and post-hoc analyses to compare participants (the entire sample and each proficiency group) on knowledge of base words and their derivatives, knowledge of derivatives of base words from different frequencies, and knowledge of derivatives from different difficulty levels (Bauer & Nation, 1993). Furthermore, we correlated correctness scores of individual derivatives with their frequencies in COCA.

Results provided support for learner proficiency effect, partial support for base word frequency effect (for lower proficiency only), partial support for Bauer & Nation’s
hierarchy (for 4 levels), and no support for frequency of derivatives. We relate the results to vocabulary knowledge construct, acquisition of morphology and vocabulary size testing.

References


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

Roopa Leonard & Michael Daller (University of Reading)

A majority of the research done on the influence of the L1 on L2 collocational acquisition and use has been done with adult learners (Durrant & Schmitt, 2009, 2010; González Fernández & Schmitt, 2015; Granger, 1998; Siyanova & Schmitt, 2008). 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, aged 9 -11 years old. Prior to the collocation experiment, the learners will be evaluated on their vocabulary size and lexical richness and split into two groups for experimental purposes, as explained below. 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. For the first group, the reaction time to the whole collocation will be measured. For the second group, the reaction time to the second part of the collocation will be compared to the reaction time of the first part to study the influence of predictability in the processing of collocations.

It is hypothesised that the learners will have quicker reaction times to the congruent collocations. It is also hypothesised that learners with a bigger vocabulary size and greater degree of lexical richness will have quicker reaction times. Statistical analyses will be done to determine the relationship between the reaction times and the
vocabulary size and lexical richness levels of the learners. The reaction times of both the groups will also be compared to provide directions for future research.

References


Effects of Anxiety on Word Recognition During Second Language Reading: An Eye-Tracking Study

Chi Yui Leung (Nagoya Gakuin University), Hitoshi Mikami (Chubu University) & Lisa Yoshikawa (Hiroshima University)

Although anxiety has been a major topic in the SLA literature, and recent studies (Jeong et al., 2015) have demonstrated that anxiety shapes the cognitive mechanism during L2 speech communication, little research has been conducted on how anxiety influences online processing during L2 reading. Using eye-tracking techniques, the present study examines the effects of reading anxiety on word recognition during L2 sentence reading. Fifty-nine Japanese EFL learners were eye-tracked (EyeLink 1000) when reading 120 English sentences (mean sentence length = 13.8 words). The L2 reading proficiency of the participants (Proficiency) was assessed with the Extensive Reading Test developed by the Edinburgh Project in Extensive Reading. Reading anxiety index (RA) for L2 reading were obtained following the procedures of Brantmeier (2005).

Mixed-effects modeling was conducted to examine how Proficiency and RA influence eye-movement measures, and how such reader variables modulate the effects of word frequency and word length, which are regarded as major word properties influencing eye-movement control during reading (Rayner, 1998). Participants, words and sentences were treated as random effects while Proficiency, RA, word-property variables (word length and frequency) and other control variables (e.g. trial order) were treated as fixed effects. Collinearity between fixed effects was reduced through residualization. The results showed that both Proficiency and RA significantly interacted with word-property variables for multiple eye-movement measures. Although on average L2 readers had difficulties in skipping words, compared to less anxious readers, more anxious readers had lower skipping rates for short words.
Besides, increasing levels of anxiety was accompanied by higher regression rates and longer fixation times for longer and infrequent words. These results demonstrate how reading anxiety lowers the efficiency of word recognition during L2 reading, even when reading proficiency has been taken into account. Our findings highlight the importance of affective factors in the development of L2 reading fluency.

References:


Know Thyself? Self- vs. Other- Assessment of Second Language Pronunciation

Mushi Li (Boston University)

It has been noted that for many second language (L2) learners, pronunciation is “simultaneously the most difficult of the language skills and the one they most aspire to master” (Fraser, 2010, p. 358). An accurate self-assessment of their L2 pronunciation not only promotes communicative success, but is also essential for learners to achieve their varied and individualized pronunciation learning objectives.

Despite the importance of an accurate pronunciation self-assessment, empirical evidence has revealed that self-assessment and actual performance are often poorly correlated (Kruger & Dunning, 1999). Specific to the domain of pronunciation, research has yet to provide a comprehensive account of how accent and pronunciation are assessed, especially in regard to how L2 speakers assess their own pronunciation, in comparison to how their pronunciation is assessed by others. Conducted within the intelligibility principle, this empirical study investigated the relationship between L2 English speakers’ assessment of their own pronunciation and assessment by native and non-native English-speaking listeners. This study also examined the impact of proficiency on these associations.

The participants consisted of 41 native Mandarin speakers, 41 non-native English speakers from non-Mandarin first language (L1) backgrounds, and 8 native English speakers. The results revealed a moderate correlation between Mandarin L1 speakers’ self- and native listener- assessment, and the difference between the two was significant for both accentedness and comprehensibility. Additionally, consistent with the Dunning-Kruger effect, poor performers were found to have the most inflated self-ratings. Regarding non-native listeners, when they shared the same L1 (Mandarin) with the speakers, self- and other- assessment were strongly associated and not significantly different. However, when the listeners and speakers did not share the same L1, self- and other- ratings were significantly different for accentedness, but comparable for comprehensibility. The proficiency level of speakers and listeners was also found to play an important role in the relationship between self- and other-assessment.
The results indicated that both the communicative setting and the proficiency of L2 speakers and listeners had an impact on how accurately L2 speakers were able to assess their own pronunciation.


The effects of encouraging rhythmic beat gestures in second language reading pronunciation

Judith Llanes-Coromina (Universitat Pompeu Fabra) & Pilar Prieto (ICREA; Universitat Pompeu Fabra)

Recent research has shown that rhythmic beat gestures (non-referential hand gestures that associate with prosodically prominent positions in speech) can have a positive role in second language pronunciation improvement. Gluhareva & Prieto (2016) performed a brief beat training in which L2 learners of English were exposed to spontaneous answers to discourse prompts which were accompanied by beat gestures. Results showed that observing rhythmic beat gestures enhanced comprehensibility in posttest materials. The rhythmic marking properties of beat gestures might highlight the prosodic properties of the language and thus facilitate L2 pronunciation. However, little is known about the benefits of encouraging the production of beat gestures by L2 learners. Experimental evidence has shown that the production of beat (and also iconic) gestures facilitate the production of words in the first language (e.g., Lucero, Zaharchuk & Casasanto 2014). Also, Bekius et al. (2016), reported a positive correlation between rhythmic regularity perception and reading skills. Thus, our hypothesis is that encouraging the production of rhythmic beat gestures may facilitate reading skills in a second language.

The current study investigates whether encouraging the production of rhythmic beat gestures enhances L2 pronunciation in a reading task. One hundred 15-year-old high-school students (with an intermediate level of English) will participate in a between-subjects experiment in which participants will be asked to read aloud four short passages about four different cities or countries. They will be randomly assigned to one of two conditions, namely gesture encouraged and no-gesture encouraged. While participants in the non-encouraged condition will read the four passages without specific instructions, participants in the gesture encouraged condition will be asked, in the last two passages to use their hands while speaking. Pilot results with a set of 10 participants show that participants in the encouraging gesture condition produced rhythmic beat gestures while reading the two last passages. By comparing the two ratings from the first two sets of passages in the encouraged condition, the last two passages were rated to produce a more fluent and comprehensible discourse with better communicative effectiveness. Therefore, our hypothesis is that encouraging gestures, specially beat gestures, may have a positive effect on reading a discourse in a more fluent and comprehensible way.


When early bilinguals acquire foreign languages: The role of language dominance for syntactic and phonological transfer

Anika Lloyd-Smith (University of Konstanz), Henrik Gyllstad (Lund University), Tanja Kupisch & Stefano Quaglia (University of Konstanz)

Most L3 research to date deals with L1 speakers who acquired L2 and L3 in a controlled context. The resulting cognitive L2/L3 similarity provides the rationale for the L2 Status Factor Model with regard to transfer in morphosyntax and phonology (e.g., Bardel & Falk 2007). Other L3 models predict transfer based on typological primacy (e.g., Rothman 2009 2015). To date, transfer patterns have remained relatively unexplored in early bilinguals, who are naturalistic learners of two early acquired languages and for whom the third language is the first foreign one.

The current study is concerned with learners of this type. We assess whether syntactic and phonological transfer into L3 English can be explained by means of language dominance in German (majority language) or Italian (heritage language). To this end, 20 Italian-German early bilinguals were placed on a continuum with different degrees of language balance based on a combination of dominance measures, such as vocabulary size, perceived accent strength and self-reported proficiency. Syntactic transfer into L3 English was investigated by means of a bimodal grammaticality judgement task reflecting Italian and/or German syntax; phonological transfer through the perceived source of foreign accent as rated by English native speakers.

We predict that transfer will occur predominantly from German (majority language), but balanced bilinguals with a comparatively higher proficiency in Italian will also transfer from Italian. Preliminary analyses show that, in line with typological primacy and language dominance, that early bilinguals are overall more likely to transfer from German, although on an individual level balanced bilinguals indeed transfer more from Italian. However, these findings only hold for syntax. The perceived accent source seems unrelated to language dominance.

The results challenge models that predict a uniform transfer source for phonology and syntax and/or call for the integration of the heritage bilingual population into L3 transfer models.

Lexical and syntactic development in L2 Italian

Gabriele Luoni (Swansea University)
The Relationship between Lexicon and Syntactic Development in L2 Italian Learners

Many current SLA models claim that, when L2ers process input, considerable amounts of grammatical information are accessed through lexical items one expects to find a correlation between lexical knowledge and learners’ ability to process surface features correctly (Hopp 2014, Slabakova 2013). This doctoral thesis seeks to provide empirical evidence to test this model.

The thesis will contain three experiments investigating the acquisition of L2 Italian focusing on the relationship between the acquisition of vocabulary and syntax. The first experiment examined the oral production of 21 upper-intermediate L2 learners of Italian. Data were collected using a word association test (Lex30) for vocabulary and an Elicited Oral Imitation test for syntax, targeting cleft sentences expanding Hopp’s (2015) processing study on L2 German.

The data were analysed according to a composite framework based on feature structures either for syntactic or lexical representations (Sag, Wasow & Bender 2003; Van Hell & de Groot 1998). Results show a significant overall effect of vocabulary productive knowledge: significant correlations were found between the Lex30 word association test and cleft sentences containing low frequency verbs, object and subject cleft sentences. Furthermore a significant difference was found between cleft sentences with low and high frequency verbs. Results comply with the proposed theoretical framework wherein types of feature structures are the building blocks of both syntax and lexicon. Furthermore, they also extend the main claim of the bottleneck hypothesis (Hopp 2014; 2015) that L2ers difficulty in the retrieval and processing of lexical items causes problems in sentence processing to also include production.

The second and third experiments will further investigate the effects of lexicon by including reaction time and eye-tracking data with a wider range of vocabulary and syntactic measures. In particular, further development of the Italian version of Lex30 will capture more detailed aspects of lexical production.

Shedding Light on Figurative Language: How Much do L2 Learners Know and How do They Learn It?

Marijana Macis (University of Nottingham)

The ability to sound idiomatic is often equated with native speaker fluency (Wray, 2002; Schmitt, 2010). However, the acquisition of formulaic sequences (collocations, phrasal verbs, idioms) is one of the most problematic aspects of L2 learning, partly because of their polysemous nature (Pawley & Syder, 1983; Moon, 1998). Some collocations, specifically Duplex Collocations (Macis & Schmitt, 2017) have both literal and figurative meanings. For example, dirty laundry can mean either ‘laundry that is not clean’ or ‘personal matters that could be embarrassing if made public’ (source: Collocations Dictionary and Thesaurus for Intermediate-Advanced Learners). It is these figurative meanings that often go unnoticed. One obvious reason is that they cannot be derived from the component words. But it may also have to do with potentially low frequencies of occurrence, or a general lack of engagement with the L2. This study investigated knowledge of the figurative meaning sense of 30 Duplex Collocations by 107 Chilean Spanish-speaking students of English and examined the effects of frequency, transparency and everyday engagement with language outside...
the classroom. The participants were asked to complete a) a receptive meaning-recall collocation test in which the target items were embedded in non-defining sentences and b) a questionnaire indicating the amount of their engagement with L2. Mixed-effects modelling show rather weak figurative knowledge, with a mean score of 33.02% correct. Moreover, they suggest that there was no relationship between frequency/transparency and knowledge of the figurative meaning sense of Duplex Collocations. Nevertheless, a positive relationship was found between this knowledge and the amount of outside engagement, e.g. reading, watching TV, and social networking in English. The findings of the study indicate that a) frequency may not be the best predictor of knowledge of the figurative meaning sense of Duplex Collocations (as it is with individual words), b) transparency has little influence on this knowledge, and c) the amount of engagement with the language is an important facilitative factor in learning.

An Ideal L2 Self intervention: Effects on the development of Catalan EFL learners’ possible L2 selves

Jessica Mackay (EIM, University of Barcelona)

Dörnyei’s proposal (2005, 2009) of the L2 Motivational Self System (L2MSS) not only suggested a reconceptualisation of adult learners’ motivation to learn an L2, but also offered the enticing prospect of classroom application (Dörnyei, 2009: 34). A teacher resource book has since been published (Hadfield & Dörnyei, 2013), which contains activities aimed at developing the Ideal L2 Self through techniques such as positive visualisation. Nevertheless, surprisingly few studies have examined the potential effects of classroom practice specifically designed to influence learners’ possible L2 selves and thus enhance L2 motivation. Studies to date (Fukada, Fukuda, Falout & Murphey, 2011; Magid, 2011; Magid & Chan, 2012; Sampson, 2012) have been carried out in Asian (Japan, Hong Kong) or ESL contexts (Chinese international students in the UK) and have not included a control group for the purpose of comparison. This paper draws on data collected as part of a larger, mixed-methods study which aimed to examine the effects of an Ideal L2 Self intervention in a different context (adult EFL learners in Catalonia, Spain). A 12-hour Ideal L2 Self intervention was integrated over 12 weeks into a general English programme (100 hours) at Upper-Intermediate (B2) level according to the Council of Europe Framework of Reference (CEFR). Qualitative, cross-sectional data were obtained by comparing responses from semi-structured interviews, post-intervention, between two intervention groups (N=47) and two control groups (N=51) taught by the same teachers at the same level. Longitudinal data were obtained by analysis of the responses of five focal learners in the intervention group, interviewed both pre- and post-intervention. Results indicate that a) more learners in the intervention groups had a clear Ideal L2 Self vision at T2, b) the vision was more detailed and c) the vision was more personalised than learners in the control group.

References


Acoustic Characteristics and Learner Profiles of Low, Mid and High-Level Second Language Fluency

Viktoria Magne (University of Cumbria in London), Meltem Ilkan, Mai Ngoc Tran & Kazuya Saito (Birkbeck, University of London)

To understand the underlying mechanism of second language (L2) fluency, much attention has been given to examining which acoustic properties (speed, breakdown, repair) determine native speakers’ perception of fluency (Segalowitz, 2016). Yet, the relatively small sample size of the previous studies (e.g., Bosker et al., 2013 for n = 30) prevents us from addressing the acoustic correlates of perceived fluency at different proficiency levels; and the role of learner variables (experience, age) in the attainment of varied L2 fluency performance.

In the context of 90 adult Japanese learners of English with diverse L2 experience (operationalized as length of residence [LOR]: 0-20 years) and 10 native speakers, this study expounded linguistic and learner profiles of low, mid and high-level fluency performance. The participants’ spontaneous speech samples were first rated by 10 native listeners for global fluency on a 9-point scale (1 = dysfluent, 9 = very fluent), and then divided into four proficiency groups (via cluster analyses): low (n = 29), mid (n = 30), high (n = 31) and native (n = 10). Next, the dataset was analyzed for the number of filled/unfilled pauses in mid/final clauses, articulation rate and the frequency of repairs/repetitions.

According to the results of ANOVAs, the number of final-clause pauses differentiated between low and mid-level fluency; the number of mid-clause pauses distinguished between mid and high-level fluency; and articulation rate differentiated between high and nativelike fluency. The analyses also found that the participants’ L2 fluency was significantly associated with their LOR profiles. Similar to other dimensions of L2 speech learning (e.g., Flege, 2009 for segmentals), the cross-sectional data here indicated that whereas the attainment of different levels of fluency seems to require L2 learners to work on different acoustic variables, such L2 learning processes may take place over an extensive period of time (> 10 years).
Does vocabulary size correlate with pronunciation skills?

Paolo Mairano (University of Warwick) & Fabian Santiago (University of Paris 8)

In recent years there has been growing evidence that measures of vocabulary size are good predictors of L2 competence, and vocabulary tests are therefore often used as a quick evaluation of L2 proficiency level ([1], [2]). In effect, vocabulary size has been shown to correlate fairly strongly with reading, writing, listening skills (e.g. [3]), and even with perceptual discrimination of phonological categories ([4]). However, evidence about the correlation between vocabulary size and speaking skills is scant. [5] report on existing studies exploring this: out of 9 studies, only 3 use measures that specifically relate to pronunciation, and only in terms of fluency (speech rate, length of utterances, etc.), never in terms of phonetic accuracy. Furthermore, most studies focus on L2 English. We aim to fill this gap by investigating the correlation between vocabulary size and phonetic accuracy for learners of L2 French, with the hypothesis that such a correlation should be lower than the one reported for other skills.

We recruited 25 Italians attending classes of L2 French (B1 to C1 levels) at the University of [anonymized]. Participants were recorded in a sound-proof booth while performing a read-aloud task (907 words in total) and two semi-spontaneous production tasks (describing an image and telling a film/book/holiday). They were also asked to perform the Dialang vocabulary test [6], whose score was taken as indicative of their vocabulary size. Various aspects of pronunciation accuracy and native-like pronunciation are currently being evaluated via the following indicators:

- Judgments of native-like pronunciation provided by 3 French teachers using a Likert scale.
- Percentage of accurate realizations for rounded front vowels /y/, /ø/, /œ/ and nasal vowels /ã/, /ã/, /ɛ̃/ as rated by an expert phonetician.
- Distance of average formant values for /u/-/y/, /e/-/ø/, /ɛ/-/œ/, /a/-/ã/, /ã/-/ã/, /ɛ/-/ɛ̃/.

Preliminary results suggest a small to moderate correlation between measures of phonetic accuracy and vocabulary size.

References


The effects of perceptual training on the L2 perception and production of French rhythm

Mei-Lan Mamode (University of Toronto)

Past research on L2 acquisition suggests that acquiring prosodic aspects, especially those relating to rhythm, is problematic for learners (e.g., Trofimovich & Baker, 2006). Even after years of experience, Anglophone learners of French still fail to master French rhythm (Guibault, 2002). According to L2 speech models (e.g., Flege, 1995), non-native-like perception results in inaccurate production of L2 sounds. Consequently, perceptual training (PT) has been suggested as a means of refining learners’ perception, thereby possibly contributing to a more target-like production of L2 sounds. However, while such an effect of PT can be observed with segmentals (e.g., Rochet, 1995), its effects on L2 prosody remain unclear (e.g., Gut, 2009). By focusing on two rhythmic structures that differ in French and English, namely prominence intervals and vowel reduction, my dissertation investigates the effect of a rhythm-based PT on the perception and production of L2 rhythm, while determining if the particular structure targeted during training can influence PT’s efficacy.

In this presentation, I discuss two cross-sectional training studies, both consisting of a pretest, a two-week PT (five one-hour sessions) and a post-test. 45 Anglophones of intermediate proficiency in French will be divided equally into two experimental (EG) and one control group. Both EG will undergo a parallel training protocol differing only in terms of the structure targeted (prominance intervals; vowel reduction). The PT sessions, involving two discrimination and two identification tasks, aim at highlighting rhythmic differences between the L1 and the L2, thus reinforcing perception of the L2 rhythmic pattern. The pretests and post-tests will consist of two prosodic acceptability judgment tasks of French sentences. Higher overall post-tests scores would indicate that PT was effective. Higher post-test scores by one EG would indicate that a particular PT was more effective, therefore suggesting that the structure targeted during training influences PT’s efficacy.

References

Memory and Sentence Processing: Does (Susceptibility to) Retrieval Interference Play a Major Role?

Hamideh Marefat & Seyed Mohammad Mehdi Bahrami (University of Tehran)

Quantitative accounts of capacity limitations explain sentence processing and comprehension in terms of individual differences in working memory capacity (WMC). Cue-based model of memory, however, takes a qualitative approach toward lexical representations in memory and predicts that susceptibility to retrieval interference plays a major role in sentence processing as successful comprehension requires retrieval of information constructed during parsing (Cunnings, 2016). The present study investigated these predictions using 36 object cleft sentences (OCSs) among 70 advanced non-native speakers of English (Experiment 1) and 70 Persian native speakers (Experiment 2). Replicating and extending to an L2 context major parts of Van Dyke, Johns, and Kukona’s (2014) work, this study followed long-distance dependencies used in Van Dyke et al. (2014). Accordingly, the online task of OCSs was so designed to test four conditions differing in the presence of memory load (a list of three words presented prior to reading the OCS and recalled after a comprehension question following the OCS) and inhibitory interference (whether the words in memory load condition could plausibly serve as the direct objects of the main verb in the OCS). Moreover, the participants’ WMC, IQ, print exposure, and automaticity of lexical processing (LDT) were all measured. In Experiment 1, an offline grammatical judgement test also showed the participants’ knowledge of cleft constructions, and in Experiment 2, an n-back task provided a second and non-verbal measure of WMC. Unlike the materials in Van Dyke et al. (2014), word frequency was strictly controlled both in the OCSs, memory lists, and WMC (only low-frequency words) and in the LDT (low- and high-frequency words). Besides, this study employed a non-verbal IQ test (instead of their verbal test of IQ) and more fine-grained measures of WMC and word identification. Preliminary results of mixed-effects models were discussed and the theoretical implications of the findings were explained.
L1-influence and general learner effects in L2 pronoun resolution: Evidence from French, Spanish and Italian learners of German

Andrea Marra (University of Turin), Sarah Schimke (University of Münster), Saveria Colonna (University Paris 8 & CNRS), Israel de la Fuente (University Lille 3) & Barbara Hemforth (CNRS & University Paris Diderot)

L2 ambiguous pronoun resolution has been hypothesized to be subject to L1-effects (Sorace & Filiaci, 2006) and general learner effects, i.e. non-native-like but L1-independent resolution strategies (Roberts et al., 2008).

The current study builds on previous research that has established cross-linguistic differences between Spanish, French and German in the native resolution of ambiguous subject pronouns in temporal subordinate clauses, as in (1) (and translation equivalents in the respective languages).

(1) The postman met the street-sweeper, before he went home.

Native speakers of non-pro-drop German show a preference for the subject antecedent, while native speakers of non-pro-drop French as well as pro-drop Spanish show an object preference. This object preference is explained by the existence of a frequent alternative construction that establishes reference to the matrix subject by an infinitival subordinate clause in French and Spanish. Such an alternative does not exist in German. The current study adds learners from a further language, Italian, that patterns with Spanish both with regard to this specific construction and to the pro-drop property.

We will present data from 14 Italian learners of German and compare them to previously presented data from 22 French and 23 Spanish learners. Offline interpretation preferences for pronouns as in (1) showed both a general learner effect (general subject preference) and an additional influence of the L1, in that the subject preference was clearer in (non-pro-drop) French than in (pro-drop) Spanish and Italian learners. In an online visual world task, French learners showed a subject preference, while Spanish and Italian learners showed no specific preference.

These results confirm both general learner effects and L1-influence, with a different weight of the two factors in different tasks. Furthermore, they suggest that if there is L1-influence, what matters seems to be the overall pronominal system (pro-drop vs. no-pro-drop) rather than construction-specific preferences.


Sensitivity to non-native contrasts in speech perception by child L2 learners of English

Kie Matsumoto & Neal Snape (Gunma Prefectural Women's University)
Early exposure to a second language (L2) usually implies that children have an advantage in phonology (Flege, 1999) and most studies of Japanese adults have focused on the L2 acquisition of English segments (Best & Strange, 1992) or sensitivity to acoustic differences (Iverson et al., 2005). This study reports on whether limited exposure to L2 English increases sensitivity to non-native contrasts. 5-year old monolingual Japanese children (n=8) and Japanese-English children (n=9) were presented with native and non-native contrasts via an AX discrimination task. They were asked to judge whether each pair of stimulus items contained two different pronunciations or two instances of the same pronunciation. The experiment contained two blocks that differed in their inter-stimulus intervals (ISI). The first block included a 1,500 msec ISI to force participants to rely on phonological processing to render their discrimination judgments (i.e., the Phonological condition), as finer phonetic or acoustic detail would be no longer available after that duration; the second block included a 250 msec ISI that would permit the use of phonetic and acoustic processing (i.e., the Phonetic condition) as well (Matthews & Brown, 2004). Our research question is as follows:

RQ1: Does early exposure to a second language lead to gains in perception of new contrasts?

The results illustrated in the figures below show mean accuracy rates for both groups in the two conditions (see Figures 1-4) and mean reaction times (RTs) (see Figures 5-8). The findings generally show Japanese children who study English from a young age have an advantage over children who do not in two non-native contrasts ([d]~[ð] and [t]~[θ], [z]~[ð] and [s]~[θ]), but they are almost the same on one other non-native contrast ([v]~[ð] and [f]~[θ]). Early exposure to English through education shows a sensitivity to acoustic differences. We will discuss the implications of our findings.

References


Cross-linguistic influence in the acquisition of English stress by Kazakh-Russian bilinguals

Yakefu Mayila & Dina Omanova (Nazarbayev University)

Present study systematically investigate cross-linguistic influence of the acquisition of English stress pattern by examining acoustic correlates of stress/accent in native Kazakh speakers, Russian stress pattern in Kazakh-Russian bilinguals and English
stress acquisition in English learners of Kazakh-Russian bilinguals. Experiment 1 examines the stress/accent pattern in Kazakh language. Since in Kazakh there are no minimal pairs that contrasted on stress as in English, we used near-minimal pairs in Kazakh which contrast in the stress/accent only in second syllable. For example, these two near-minimal pairs could create the stress contrast on the second syllables such as balaLAR /bala`lar/ ‘children’(child+plural) versus baLAdaj /ba`ladaj/ ‘child-like’. According Kazakh linguist the suffix –daj is not attracting stress. By measuring fundamental frequency, duration and intensity for stressed and unstressed syllables produced by 20 female native Kazakh speakers who are in Kazakh language literature master program, we found speakers only use duration as the cue for stress/accent location. Experiment 2 tests the acquisition of Russian stress using Kazakh-Russian bilinguals in which their dominant or native language is Russian. Although researchers (Hamilton, 1980; Kuznetsova, 2006) confirmed that in Russian, duration, intensity and vowel reduction are key cues for signing stress location in Russian, Kazakhstani Kazakh-Russian bilinguals may have different pattern because of influencing of Kazakh language. We used 5 minimal pairs in Russian (MYka ‘torture’ vs. myKA ‘flour’) and produced by 10 Kazakh-Russian bilinguals who claimed their native language is Russian and have limited Kazakh language knowledge. The results showed that Kazakh-Russian bilinguals produced Russian stress as the same as Russian monolinguals using intensity and duration (we did not include vowel reduction). They prefer to use high F0 on the first syllables. Experiment 3 focuses on the acquisition of stress pattern in English by Kazakh-Russian bilinguals. In this research, we used two different trilingual groups in which the Kazakh-Russian-English trilingual group has Kazakh as first language; on the other hand, the Russian-Kazakh-English trilingual group has Russian as a dominant language with the certain level of Kazakh. However, both groups have high level of English (IELTS= 6.5 and above). All participants from both groups produced the noun-verb stress pattern words in sentences. Measuring average fundamental frequency, duration, average intensity on the stressed and unstressed syllables produced by 10 female speakers from each group, we found that for Russian-Kazakh-English speakers, duration and intensity are stronger cues than F0. Kazakh-Russian-English speakers used all parameters, but F0 is not a strong cue. The results will be discussed the roles the cross-linguistic influences and role of dominant language.

Beginning to learn French: the origins of morphosyntax among instructed learners

Rosamond Mitchell (University of Southampton) & Florence Myles (University of Essex)

Young instructed learners of a second language rely extensively in the early stages on rotelearning and formulaic language (Myles et al 1998, 1999); the relationship between this formulaic knowledge, and the eventual emergence of productive morphosyntax, is still poorly understood (Myles, 2004). This paper draws on a longitudinal study of 73 classroom beginner L2 French learners, aged 5, 7 and 11. Each age group received 38 hours of instruction by the same teacher over a period of 19 weeks. All lessons were captured on video and transcribed, documenting all L2 French classroom input and interaction. Children’s developing knowledge of French was regularly tested using a variety of receptive and productive tasks, including an elicited imitation test, a receptive vocabulary test, and a group role play task.
Previous analyses have shown that the 11 year old beginners made faster overall progress in morphosyntax than the younger children. Here, we explore the relationship between use of formulaic language and the emergence of productive morphosyntax, for the different age groups. We analyse children’s French oral productions in two datasets: a) the elicited imitation test and b) the oral role play task. In the scoring of the EI test, we focus on formal features of children’s production (the reproduction of Determiner phrases and Verb phrases: McCormick & Zach, 2016), departing from usual practices focusing on meaning and overall proficiency measures (Tracy-Ventura et al., 2014). We explore the relative abilities of the different age groups in use of formulaic expressions and in the (re)production of non-formulaic morphosyntax. Findings show that formulaic expressions are quickly learned and successfully reproduced, while non-formulaic morphosyntax makes its first appearance in the Determiner phrase; in contrast, within the limits of this study, there was little evidence for the early emergence of finite verb inflection.

References


Non-native (and native) adaptation to recent input during motion event lexicalization

Guillermo Montero-Melis (Stockholm University) & Florian Jaeger (University of Rochester)

Expectation-based accounts of language learning and processing (Chang et al., 2006; Jaeger & Snider, 2013) predict that speakers will adapt more strongly to unexpected than expected patterns, but this prediction has scarcely been tested in SLA. The present study tests this prediction in the domain of L2 lexicalisation preferences in motion event descriptions (Talmy, 2000). We compared how intermediate Swedish L2 learners of Spanish (L2ers, N=60) and native Spanish speakers (NSs, N=60) adapted to either path-verb sentences (frequent in Spanish but not in Swedish) or manner-verb sentences (more frequent in Swedish than Spanish), against baseline groups. NSs and L2ers were randomly assigned to the path-exposure, manner-exposure or baseline condition. All participants described the same 32 caused motion events, but participants in the two exposure conditions additionally read Spanish
priming sentences before each description, which either contained path-verbs (path-
exposure) or manner-verbs (manner-exposure). L2 proficiency was measured with a
written cloze test.

Results show that NSs and L2ers in the baseline condition used path-verbs to the same
extent, but L2ers used manner-verbs less often than NSs. L2 proficiency was
positively related to path-verb use, but had no effect on manner-verb use. To analyse
the (possibly non-linear) shape of ADAPTATION over the course of the experiment
(i.e., trial-by-trial adaptation), we used generalised additive modelling (Baayen et al.,
2017; Wood, 2006). Despite identical baseline preference, L2ers rapidly adapted to
path-exposure but natives did not. With regard to manner-exposure, both L2ers
and NSs adapted, although L2ers adapted earlier and more strongly than NSs.
Crucially, analyses of the role of proficiency on adaptation revealed that, with
growing proficiency, L2ers tended to adapt less to path but more to manner,
qualitatively becoming more similar to NSs. The findings are largely consistent with
expectation-based accounts.

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The relationship between attitudes to learning English, L1 and gender amongst
Spanish/Catalan bilingual university students

Sofia Moratinos Johnston (Universitat de les Illes Balears), Maria Juan Garau &
Joana Salazar Noguera (University of the Balearic Islands)

Various studies carried out in bilingual regions in Spain (Catalonia, Galicia and the
Basque Country) have demonstrated that the mother tongue (L1) variable is a decisive
factor in shaping attitudes towards foreign language learning. Prior research
(Lasagabaster, 2003) determined that attitudes towards English seemed to be more
positive amongst students whose L1 was Spanish than those with a minority language
as their L1. Another variable that is known to influence attitudes to language learning
is gender, with a majority of studies indicating that females tend to exhibit more
positive attitudes towards language learning than males (Henry, 2009; Kissau, 2006).
Such findings are partly mirrored in bilingual communities (Spellerberg, 2011). With
a view to ascertain whether previous results hold in other bilingual territories, the present study aims to determine the effect that L1 and gender exert on students’ attitudes towards English by examining the data collected from a questionnaire answered by L1 Spanish/Catalan university students (n=1050) carried out in the Balearic Islands, where Spanish and Catalan are both official. Although statistical differences were found according to mother tongue and Spanish L1 speakers displayed more positive attitudes towards English than their Catalan counterparts, the magnitude of the difference was small. The same can be said when comparing male and female students, with the latter showing only slightly more positive attitudes. In fact, results indicated that other variables such as linguistic self-confidence, international posture, cultural interest and instrumentality were better predictors of attitudes to learning English than L1 and gender. These findings are in line with recent research by Lasagabaster (2016) pointing to a changing trend in Spain, albeit using a much smaller sample. They differ, however, from previous results gathered in other European bilingual regions: Wales (Laugharne, 2007) and Ireland (Ó Laoire, 2007), suggesting that this is a subject worth revisiting.


**Interrelationship between Intercultural Communicative Competence and Willingness to Communicate**

Yoko Munezane (Rikkyo University)

In today’s multicultural, interconnected world, learners’ levels of intercultural communicative competence (ICC) may greatly affect the amount of time and efforts learners invest in L2 communication and language learning. Under this circumstance, the ultimate objective of second and foreign language learning is now being shifted from communicative competence to intercultural communicative competence (Byram, Holmes, & Savvides, 2013).
Willingness to Communicate (WTC) in an L2, which is widely believed to facilitate the acquisition of the target language, has recently been extensively investigated (Joe, Hiver & Al-Hoorie, 2017; MacIntyre, Burns, & Jessome, 2011; Munezane, 2015). WTC is assumed to generate a driving force within learners to look for opportunities for communication in the target language; therefore, higher WTC is generally associated with higher L2 use, which eventually leads to higher proficiency.

The relationship between WTC and ICC, though having attracted much positive attention, has not been explored in empirical studies. The primary purpose of this study is to explore the structural relationships among WTC, and four related concepts that affect ICC: namely, openness to experience, ethnocentrism, motivation to engage in intercultural communication (MIC), and positive conflict resolution strategies (PCR). The concept of conflict resolution was added and tested for the first time in ICC model. The rationale for testing this construct in the model is that conflicts and disagreement could be potential aspects of intercultural communication (Hoff, 2014). A group of 200 Japanese university students participated in the study. The model was constructed based on both theoretical and empirical models presented in the previous studies (Byram’s, 1997; Arasaratnam, & Banerjee, 2011), and was tested with structural equation modeling. The results indicated that WTC, MIC, and PCR predicted ICC. The structural relationships among variables presented the new perspectives. Pedagogical implications and classroom application of the research findings will be discussed.


Captions vs non-captions. The influence of learning styles and cognitive variables

Carmen Muñoz & Geòrgia Pujadas (Universitat de Barcelona)

Research has shown the benefits for second language learning of multimodal input in captioned audiovisual material (e.g., Bird & Williams, 2002), as this exposes the learner to a higher amount of input simultaneously (image, sound and text), while reducing the cognitive load produced by the rapid delivery rate and nature of
authentic input (e.g., Garza, 1991), and enhancing overall listening comprehension (e.g., Markham et al., 2001).

Multimedia learning requires the learner to process information presented in different modes (e.g., verbal vs. visual), which brings individual differences into play such as preferences related to how the information is processed. In this learning environment a relevant distinction is made between visualizers and verbalizers (Plass et al. 1998). Research has found that learning styles can work together (or in conflict) with a given instructional methodology (Oxford, 2003), and that students taught into their preferred style score higher on tests, attitude and efficiency (Domino, 1979).

This paper aims at exploring the effects of captioned and non-captioned videos on vocabulary acquisition and the relationship between the possible gains and students’ learning styles (LS) and cognitive differences. Participants were 85 university students who took part in a 3-month classroom intervention. They were divided into two groups (captions and non-captions) and both watched 9 episodes of a TV series. Target words were selected, taught and tested before and after the intervention. Information about learners’ LS was gathered by means of a questionnaire adapted from Cohen et al. (2002) and extended to include preferences and perceptions regarding captions. Aptitude was measured through the LLAMA test (Meara, 2005) and a reading span task was used to assess working memory. The interaction of LS and the use of captions, and the interaction between LS, working memory and aptitude (particularly phonological skills) will be discussed.


Quantification and comparison of the magnitude of L1 influence on L2 linguistic complexity and accuracy

Akira Murakami & Theodora Alexopoulou (University of Cambridge)

While native language (L1) influence on second language (L2) accuracy has been well-documented (e.g., Ionin & Montrul, 2010), little is known about the effect of L1 on L2 linguistic complexity (cf. Ortega, 2015). On the one hand, we might expect to observe L1 influence because L1 affects nearly all domains of L2 acquisition (Jarvis & Pavlenko, 2007) and prior work on L2 complexity also pointed towards the effect...
of L1 (Lu & Ai, 2015). On the other hand, unlike accuracy where L1 influence is straightforwardly linked to the properties of learners’ L1, there is often no obvious reason to expect L1 influence on L2 complexity.

Drawing on 54,168 writings by learners with typologically diverse L1 backgrounds (Brazilian-Portuguese, Chinese, German, French, Japanese, Korean, Russian, Spanish, and Turkish) in EF-Cambridge Open Language Database (Geertzen, Alexopoulou, & Korhonen, 2014), we examined the strength of L1 influence on L2 linguistic complexity and compared it with L1 influence on accuracy. The target complexity measures included two global measures (mean sentence length and the measure of textual lexical diversity [MTLD]) and two local ones (frequency of adverbial and complement clauses), while the target-like use score was computed for the article and plural -s. To compare L1 influence, we modeled the deviation of the complexity and accuracy scores from the mean in each proficiency level and task prompt, and quantified L1 influence through explained variance.

The results indicated the following order in the strength of L1 influence (from strongest to weakest): article accuracy, mean sentence length, accuracy of plural -s, MTLD, the frequency of adverbial clause, and the frequency of complement clauses. Interestingly, global complexity measures tended to be more strongly associated with the L1 than local ones targeting specific features. We further performed an exploratory analysis to identify the sources of differences between L1 groups.

References


**L1 Transfer in L2 acquisition of English verbal morphology by Japanese young learners**

Akiko Muroya (Nagoya University of Commerce and Business)

This study investigates how L1 transfer affects the acquisition of L2 English verbal inflection by L1 Japanese adolescent learners. The Feature Reassembly Hypothesis (FRH) (Lardiere, 2008, 2009) attributes morphological variability to L1-L2
differences in featural composition. In tense marker, Japanese has a suffix-ta/da to encode [+past], which is morphosyntactically similar to English-t/d; Japanese suffix-ru encodes only [-past], while English-s encodes not only [-past] but also [3rd person] and [+singular]. In aspect marker, Japanese suffix-teiru/ta is associated with three kinds of aspectual features ([+habitual] and [+resultative] as well as [+progressive]), while English be+Ving encodes only [+progressive]. Under the FRH, it is predicted that Japanese learners will initially face difficulty realising a bundle of the three specified features into a single new lexical item-s and reconfiguring only one feature into a pair of L2 items be+Ving.

A picture stimulus task was used to elicit written and spoken production data including both suppletive (copula and auxiliary be) and affixal morphemes on lexical verbs (regular/irregular past, 3ps-s) from Japanese adolescent instructed learners (aged 12-19) at beginner (n=42), post-beginner (n=60), and intermediate (n=30) proficiency levels of English.

Results for all groups show an accuracy order (copula be > regular past-d/t > irregular past forms > auxiliary be > 3ps-s). This is different from that found in other L2 English studies of various L1 learners: copula be > auxiliary be > irregular past forms > regular past-d/t > 3ps-s (Goad, White and Steele, 2003; Hawkins and Casillas, 2008; Ionin and Wexler, 2002) / 3ps-s > regular past -d/t. (Haznedar, 2001).

The findings lend some support to the FRH prediction that “L2 learners initially seek the morpholexical equivalents of assembled lexical items in the L1 in the target language” (Lardiere, 2009:213). It is easy to reassemble the same feature [+past] on the equivalent-d/t. However, it is difficult to: (1) select and assemble a new combination of the three features [-past] [3rd person] [+singular] onto the unfamiliar L2 item-s; (2) delearn the two L1 semantic features [+habitual] [+resultative] and reconfigure a single feature [+progressive] onto the discontinuous form be…ing.

**From novice to experienced in the classroom communities of practice: systemic functional linguistics**

Akiko Nagao (Ryukoku University)

By exposing learners to the teaching framework of systemic functional linguistics (SFL) and the theoretical framework of Communities of Practice (CoP), this study investigates the transformations of English foreign language (EFL) writers from novice to competent learners. The concept of SFL states that people subconsciously and consciously make meaning out of appropriate words and grammatical patterns to create various types of texts. CoP refers to people who share the same goals and become aware of appropriate social semiotics and meaning-making choices in the process of transforming into experienced participants through participation in the practices.

The participants in this study were 15 undergraduate students with intermediate English proficiency level who were exposed to SFL in their CoPs. Learners’ genre understanding and meaning-making choices when instantiating the exposition genre written texts over two semester-long courses were studied. First, learners’ developmental changes were analyzed using pre-and post-instructional tasks of writing exposition genre texts. Interpersonal meanings such as modal verbs and experiential meaning were explored. Second, the learners’ genre awareness was
analyzed using an in-depth qualitative analysis of their self-reflection of the task of genre analysis of their peers’ exposition essays, in order to reinforce and increase the quality of the findings. Using KH coder software for text mining, co-occurrence network analysis was performed.

Overall, the learners’ incomprehension of the genre archetypal characters and their negligible conceptualization of an appropriate explanation-genre written text were apparent in their performances during the pre-writing task. However, peer analysis of learners’ post-instructional tasks revealed that most of them began to explore ideational, interpersonal, and textual meanings of the exposition genre texts. These results implied that the changes in genre awareness and knowledge affected their lexicogrammatical choices. This particular study’s findings provided significant implications for EFL writing pedagogy in a classroom CoP. The process of genre learning with the SFL framework enhanced writers’ awareness of textual meanings and refined their knowledge about the genre functions of these texts.

References


Does spacing reduce the interference effect? Effects of massing and spacing on the learning of semantically related and unrelated words

Tatsuya Nakata (Kansai University) & Yuichi Suzuki (Kanagawa University)

Research suggests that studying semantically related words simultaneously inhibits vocabulary acquisition because it causes interference between similar meanings of the different words (Erten & Tekin, 2008; Tinkham, 1993, 1997; Waring, 1997). This raises the question of how we can facilitate the learning of semantically related words. One possible way to do so would be to introduce temporal spacing between study opportunities. Previous studies, however, found inconsistent results regarding the effects of spacing on semantic clustering (Bolger & Zapata, 2011; Finkbeiner & Nicol, 2003; Hashemi & Gowdasiaei, 2005; Schneider et al., 1998, 2002).

The present study set out to further examine the potential pedagogical value of spacing on the learning of semantically related words. Unlike previous studies examining the effects of spacing, this study used semantically unrelated as well as related words as target items. This allowed us to examine differential effects of spacing on semantically related and unrelated words. In this study, 133 Japanese
university students studied 48 English-Japanese word pairs under two conditions: massed and spaced. In the massed group, items belonging to the same semantic category (mammals, plants, geographical features, or organs) were studied in a row, whereas in the spaced group, opportunities for studying semantically related items were separated by seven semantically unrelated items.

Results showed that during the learning phase, the massed group produced significantly more cross-association errors (e.g., producing the Japanese translation of raccoon when asked to translate weasel) than the spaced group, replicating the interference effect. The results on a 1-week delayed posttest showed that (a) the spacing group significantly outperformed the massed group for both semantically related and unrelated items, and (b) the advantage of spacing was more pronounced for semantically unrelated words than for the related words. The findings partially supported our hypothesis that spacing facilitates the learning of semantically related words. Possible interpretations and pedagogical implications of the findings are discussed.

Selected References


Exploring the relationship between vocabulary knowledge and speaking proficiency in French

Ann-Sophie Noreillie, Kris Heylen (KU Leuven Campus Sint-Andries Antwerpen), Piet Desmet (KU Leuven Kulak) & Elke Peters (KU Leuven Campus Sint-Andries Antwerpen)

Vocabulary knowledge is a key predictor of language proficiency (Schmitt, 2008). Although previous research has shown a strong relationship between vocabulary knowledge and reading and listening comprehension (Laufer & Ravenhorst-Kalovski, 2010; Staehr, 2009), little research has looked into the relationship between vocabulary knowledge and speaking proficiency, especially for French.

The specific research aims informing this study are (1) investigating the correlation between French-as-a-foreign language learners’ vocabulary knowledge and speaking
performance at the B1 CEFR-level and (2) the correlation between their vocabulary knowledge and lexical diversity in speaking tasks. Data were collected from 51 Dutch-speaking learners of French in their last year of secondary education. Learners’ speaking proficiency was measured in two B1 speaking tasks: a doctor’s visit and a job interview. Learners’ vocabulary knowledge was measured by means of a frequency-based receptive and a productive vocabulary size test. Learners’ speaking performance in the tasks was assessed by certified raters and was then correlated with learners’ scores on the vocabulary size tests. In order to compare learners’ vocabulary knowledge with their vocabulary use in the speaking tasks, their speaking performance was analyzed in terms of lexical diversity (Bulté et al., 2008). The measures that were used for analyzing lexical diversity were the type-token ratio and the Guiraud index (Treffers-Daller et al., 2016).

We hypothesize that there will be a positive relationship between learners’ vocabulary knowledge and their speaking proficiency (RQ1). Furthermore, we hypothesize that the higher the learners’ vocabulary size the higher the degree of lexical diversity of the output will be, i.e. with a higher degree of different word types (Bulté et al., 2008; Treffers-Daller et al., 2016) (RQ2). The findings might shed more light on the role of vocabulary knowledge in French learners’ speaking proficiency.

References


Tense and aspect in the acquisition of Italian as a foreign language

Gabriella Notarianni Burk (University of California, Davis)

This dissertation study examines the effects of lexical aspect and grounding on the acquisition of temporality by ninety instructed adult learners of Italian in three North American academic settings. The semantic notions of tense and aspect have been extensively investigated in the domain of second language acquisition. After more than two decades of inquiry, conflicting views and a plethora of hypotheses and theoretical explanations have been proposed to account for the complex phenomenon of tense and aspect acquisition by second language learners.
This study on past tense marking in L2 Italian is framed within two competing hypotheses: the Aspect Hypothesis and the Discourse Hypothesis. The rationale for selecting these two theoretical constructs rests on the assumption that the three categories of tense, aspect and actionality may interact in the encoding of temporal expressive devices and narrative functions.

Data consist of a grammaticality judgment task, a sentence completion task and a narrative elicitation task. Participants for this cross-sectional study are grouped according to three levels of proficiency: beginning, intermediate and advanced. Specific aspectual categories of perfective and imperfective predicates are analyzed quantitatively. A statistical method, i.e. ANOVA, is used for the analysis and interpretation of the two controlled tasks whereas the production-based data are interpreted by means of across-category and within-category analyses.

References:


**Complex Swedish NPs by Finnish immersion and non-immersion students**

Eeva-Liisa Nyqvist (University of Turku, Turku Institute of Advanced Studies)

Early total immersion in Swedish is provided in eleven communes in Finland. The learning results are in general excellent, but immersion teachers, headmasters and education authorities also report that grammatical accuracy is a major problem for Finnish immersion students. Regardless of this, in-depth studies about the development of the grammatical competence have not previously been made in Finland.

My study concentrates on how 15-year-old Finnish-speaking immersion students from all regions in Finland having immersion schools (Ostrobothnia, Southwest Finland and Uusimaa, n=87) master complex Swedish NPs compared to non-immersion students (n=50). The material consists of a multiple choice test concentrating on both phrases with complex form (particularly definite NPs with adjective attributes) and phrases with an opaque relationship between form and meaning (cf. DeKeyser 2005). There is a multitude of studies in other countries showing that immersion students
generally do better than non-immersion students (e.g. Lyster 2007) because of the early starting age, rich input and the meaningful interaction the immersion provides. Previous Swedish studies, though, have shown that the NPs are difficult for even high-level (non-immersion) learners of L2-Swedish (e.g. Hyltenstam 1992). It is thus interesting to explore how Finnish-speaking immersion students master these at the end of the immersion. Furthermore, Swedish NPs are especially difficult for L2-learners who have a L1 that lacks morphological definiteness, such as Finnish (e.g. Axelsson 1994).

Firstly, I will analyse the data from the point of view of context-related difficulty to explore whether the immersion method favours the acquisition of certain structures. Secondly, I will analyse the problematic structures from the point of view of feature-related difficulty to study the inherent properties (e.g. saliency, frequency and complexity; Goldschneider & DeKeyser 2005) making certain NPs especially difficult. (See Housen & Simoens 2016.) My presentation summarises the results from these analyses and their implications.

**Literature**


**Form-focused practice and corrective feedback in Japanese EFL classrooms: The role of analytical ability and working memory**

Takashi Oba & Roy Lyster (McGill University)

To date, second language acquisition (SLA) researchers have claimed that implementing systematic form-focused instruction (FFI) within communicative contexts may compensate for the inadequacy of incidental grammar learning in L2 classrooms (e.g., Lyster, 2007). Although the positive effect of corrective feedback (CF) has been reported in many studies (e.g., Lyster & Saito, 2010), little research has investigated the impact of repetitive practice of target structures prior to communicative tasks (Lyster & Sato, 2013; Collins & Marsden, 2016). Hence, the
aim of this study is to investigate whether proactive FFI techniques - form-focused practice (FFP) - with and without CF are effective for Japanese EFL learners’ proceduralization of English past tense (i.e., affirmative statements and question formation), in relation to learners’ cognitive abilities (i.e., analytical ability and working memory). After completing cognitive tests and pre-tests, 160 Japanese high school students were randomly assigned to two experimental groups and two control groups. During eight-week treatment session, experimental groups engaged in various FFP activities (e.g., fluency-building conversation) followed by communicative tasks (e.g., Alibi and Celebrity interview) with and without CF (i.e., repetition and recast). Meanwhile, a task control group participated in form-unfocused practice followed by the same communicative tasks. A test control group participated in its regular L2 lessons (i.e., reading comprehension activities). Immediate post-tests and delayed post-tests five weeks later were administered. Participants’ L2 development was measured by error correction tests and oral and written production tests. The data was statistically analyzed by mixed design repeated ANOVAs and multiple regression. The results of these analyses will be presented and the specific roles played by FFP and CF in enhancing students’ L2 performance and development relative to individual differences in classroom-based communicative contexts will be discussed.

References:


**Identifying factors that influence the processing of collocations in Turkish and English: A corpus-based approach**

Dogus Can Oksuz, Vaclav Brezina & Marije Michel (Lancaster University)

So far, research on multi-word expressions (MWEs) focused mainly on the formulaicity in a narrow range of European languages, particularly on English. Therefore, our understanding about formulaicity as a general principle of language remains limited (Durrant, 2013). In this paper, we demonstrate that the formulaicity in agglutinating languages such as Turkish is different from the formulaicity in non-agglutinating languages. One of the reasons is that the rich morphology will affect the frequency of occurrence and syntagmatic associations between lexical items in agglutinating languages. This study triangulates a corpus-based and psycholinguistic approach to investigate the processing of two-word adjective-noun collocations in Turkish and English by L1 and L2 speakers.
We identified relevant factors that are expected to affect the online processing, that is, frequency of occurrence and collocational strength, through a corpus-based approach. We draw on a general corpus of Turkish (TNC) with a size of 47 million words and English (BNC) with a size of 112 million for the corpus analyses. Data suggest that (70%) of high frequency and (75%) of mid frequency bands collocations in Turkish occur at higher frequency than their equivalents in English at lemma level. However, different measures of association (e.g. MI, and Log dice scores) produced an inconclusive picture of collocational strength. While MI highlights rare exclusivity, Log dice highlights exclusivity but not necessarily rare combinations (Gablasova et al. 2017). The results showed that (20%) of high frequency and (40%) of mid frequency bands collocations obtain higher MI scores in Turkish. However, (60%) of high frequency and (75%) of mid frequency bands collocations reach higher Log dice scores in Turkish than their equivalents in English at lemma level. Second, we will present experimental data of Turkish L1 speakers’ processing of two-word adjective-noun collocations in Turkish and English. Results will shed light on how the processing of collocations is affected by language-specific frequency of occurrence and collocational strength.

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Metalinguistic awareness and learning cross-linguistically similar words

Agnieszka Otwinowska-Kasztelanic, Weronika Kobosko, Malgorzata Forys-Nogala (University of Warsaw) & Jakub Szewczyk (Jagiellonian University)

While psycholinguistic research suggests that cognates are subconsciously processed more efficiently than ordinary words, SLA research casts doubt on whether such ‘cognate facilitation effect’ takes place in the classroom. SLA studies suggest that learners’ attention must be explicitly drawn to crosslinguistic similarities between the known and learned languages, if learners are to benefit from them (c.f. Jarvis & Pavlenko, 2008; Otwinowska, 2015). Here, we investigate whether (1) words formally similar between Polish and English (cognates and false cognates) differ in their learnability from non-cognate words, and (2) whether their learnability differs relative to the learners’ metalinguistic awareness.

We designed an ecologically valid classroom experiment in which 14-year-old Polish learners of L2 English (n=80, half in the experimental, half in the control groups) were taught a set of 90 English words (30 cognates, 30 false cognates and 30 non-cognate words) over a period of two months. The stimuli words were controlled for their L2 frequency (SUBTLEX-US, Brysbaert, New & Keuleers, 2012) concreteness (Brysbaert, Warriner, Kuperman, 2014) and formal similarity between the L1 and L2 orthographic forms (Levenshtein Distance, in the case of cognates and false cognates). The words served to create vocabulary tasks specially designed for the purpose of the study and handed in to English teachers at 2 secondary schools. Prior
to the experiment, pre-tests were carried out to check participants’ knowledge of the words, overall proficiency in English and awareness of cross-linguistic similarity. After the pre-test, both groups received training on vocabulary learning strategies, but only the experimental group was made aware of cross-linguistic similarity between the L1 and L2 words. The on-going study aims to find out whether this manipulation will influence the learning rates of cognate and non-cognate words. Mixed-methods modelling will be used to include item and participant-related variables within a single model. We will interpret the findings in the light of psycholinguistic and SLA theories on the role of cross-linguistic similarity in word learning.

Cognition and Language in Trilinguals and Bilinguals: Inhibitory Control and Third Language Proficiency,

Elifcan Oztekin & Belma Haznedar (Boğaziçi University)

Previous research has shown that bilingual individuals exhibit higher levels of performance on cognitive tasks requiring the employment of executive functions compared to monolingual counterparts, while monolingual individuals display an advantage in lexical retrieval tasks such as verbal fluency, which measures vocabulary size along with executive functions (e.g. Bialystok, Craik, & Luk, 2008; Bialystok, 2011). It is suggested that bilinguals might build a more developed network of cognitive functions such as inhibition and task shift due to their frequent control over their two languages in various contexts. The present study aims to examine the issue of cognitive advantage both in bilingual and trilingual contexts. Based on data from Turkish-English bilingual and Turkish-English-Italian trilingual learners, we explore: a) whether trilinguals differ from bilinguals in non-linguistic vs. linguistic inhibitory control tasks; b) whether trilinguals differ in inhibitory control tasks due to their third language (L3) proficiency. In order to achieve this, 15 trilinguals with lower and 15 trilinguals with higher L3 proficiency from Turkish (L1)-English (L2)-Italian (L3) background were compared to 8 Turkish (L1)-English (L2) bilinguals. The participants’ performances were observed on a Flanker test (non-linguistic), Colour-stroop task (linguistic) and verbal fluency task (linguistic) in all three languages, as well as on a forward and backward digit span tasks as a measure of working memory. Our preliminary results show that (a) bilinguals significantly outperformed trilinguals in L2 English verbal fluency. These findings are consistent with previous work in the bilingualism literature, where monolingual individuals are reported to perform better than their bilingual peers in lexical knowledge (e.g. Bialystok & Feng, 2009) and (b) in line with early research our results also suggest an influential role of L3 proficiency on trilinguals’ Stroop task and verbal fluency performances in the L3 (e.g. Schwieter & Sunderman, 2011).


Production of the Spanish dorsal fricative by L1 and L2 Spanish speakers

Matthew Patience (University of Toronto)

Research on L2 speech has revealed that both perceptual assimilation [1] and articulatory complexity [2] can result in sources of difficulty. In Spanish, the voiceless dorsal fricative /x/ presents a challenge for L1 English-L2 Spanish learners, as they may initially perceptually assimilate /x/ to /h/ [3]. Moreover, research has revealed that /x/ is an articulatorily complex segment [5]. Thus, Spanish learners must first acquire the distinction between /x/ and /h/, and subsequently learn the target articulatory parameters. This paper investigates the production of /x/ by L1 English-L2 Spanish leaners and aims to determine what the primary sources of difficulty are.

Eleven high-intermediate L1 English-L2 Spanish speakers living in Madrid and 11 native Madrid controls performed a picture description task involving fictional characters. Two of the characters’ names contained the target segment in two vocalic contexts (/laxe/, /tʃexa/). Participants were required to produce simple SVO sentences, using the names of the characters. Recordings were analyzed in Praat. Percent voicing, duration and intensity were calculated, as were the four spectral moments (mean, variance, skewness, kurtosis – used to determine place of articulation; [4]).

Results revealed that learners produced longer fricatives, and differences in the spectral moments. Specifically, variance was lower in learners, whereas kurtosis was higher, both of which correspond to a more posterior place of articulation. Individual results revealed that one learner always produced /h/ in place of /x/, providing further evidence that /x/ is sometimes perceptually assimilated as /h/. Overall, the results indicate that learners were relatively successful at acquiring the target manner of /x/, but experienced difficulty acquiring the target duration and place parameters, which may be due to the significant amount of variability in the production of /x/ by native speakers [6].

References


In L2 speech fluency research, learners’ fluency has often been compared to native speaker performance. In contrast, collecting both L1 and L2 samples from the same speakers has been rare, despite the fact that variation among L1 speakers is likely to be reflected in L2 speech as well. Recently, however, researchers have begun to explore the link between L1 speaking style and L2 speech fluency (see e.g., Derwing et al. 2009, De Jong et al. 2015, Huensch & Tracy-Ventura 2016).

In the present study, L1 speaking style effects on L2 speech fluency were examined among Finnish learners of English. The participants were 42 learners from two school levels (17 ninth graders, 15-year-olds, and 25 second year upper secondary school students, 17–18-year-olds). The subjects performed comparable picture description tasks in their L1 Finnish and L2 English, and the speech samples were analyzed for temporal fluency measures (e.g., the speed of talk and pausing) and stalling mechanisms (e.g., filled pauses and repetitions).

The study employed a novel approach to analyzing L1 effects on L2 fluency, which combined quantitative and qualitative analysis. Comparisons of the two groups (Mann-Whitney U-tests) showed that the differences in the L1 productions were greater than the differences in L2 productions. Spearman's rank-order correlations of L1 and L2 fluency measures showed that certain fluency measures were statistically significantly correlated in both groups, while others were correlated only in the upper secondary school group. These connections were further explored in a complementary qualitative analysis of selected learners’ L1 and L2 productions. Overall, the results suggest that certain aspects of fluency are influenced by L1 speaking style, while others are less connected to L1 speech. The implications of these findings for L2 proficiency assessment will also be addressed in the presentation.

References


Learning a new language in old adulthood: Evidence from a longitudinal study

Simone Pfenninger (University of Salzburg)

While there is a growing body of research on second language acquisition in children and young adults, much remains to be explored about how mature adults, and particularly seniors, learn a new language and how good additional language learning is for them (see Singleton, in press). Our goal in this paper is to summarize what is known about the linguistic, socio-affective, neurobiological and cognitive underpinnings of the L2 learning process in older individuals, and how best to approach these phenomena methodologically in future research. We present the findings of two longitudinal studies in which 22 German-speaking subjects between the age of 65–85 attended a 7-week intensive English course for beginners, and were tested on a range of linguistic, cognitive, neurofunctional and motivational parameters – vocabulary and listening tests, different working memory tasks, EEG experiments, and interviews about learner investment, among others – before, after and during the training, with the aim of identifying factors that facilitate successful learning in the third age and help explain inter-individual differences that are age-independent. The results of exploratory factor analyses and qualitative analyses support previous research (e.g. Schlegel et al., 2012) arguing that the brain preserves large parts of its plasticity even at an advanced age, and that age-related social, psychological and contextual factors may play as significant a role as strictly maturational factors.

Bearing these findings in mind, we delineate methodological issues that arose and need to be considered when conducting similar research on SLA in old adults in the future. In so doing, we hope to facilitate not only the comparability between studies but also increase the particularizability of findings as we suggest measures to account for inter-individual differences that vary as a function of age. This is crucial in the establishment of learner profiles and, subsequently, the design of individualized language training.

References


First Meaning then Form: a longitudinal study on the effects of excluding form-focused instruction in classroom language teaching

Leslie Piggott (Utrecht University)

Explaining grammar rules in a foreign language classroom is a common feature in many mainstream secondary schools. The question as to whether it is essential to provide young adolescent foreign language learners with explicit metalinguistic instruction is still a matter of debate. Even though studies seem to consistently show that explicit instruction on form is effective when learning a second language (see for an overview; De Graaff & Housen, 2009; Spada & Tomita, 2010), it is still
problematic to assess whether an emphasis on form in the early stages of second language learning will, in the long run, lead to better results than those achieved when the emphasis is on meaning in the early stages.

This study observed two groups (a baseline and intervention group) of 240 pupils in their EFL classroom during the first two years of secondary education in the Netherlands. Both groups followed the same EFL program at the same school; however, the intervention group did not receive explicit grammatical instruction and all explicit grammatical exercises were removed from the course book materials. Several listening and reading tests were administered throughout the two years of classroom instruction together with tests and questionnaires to determine motivation and attitude towards learning English, amount of English outside of the classroom, L1 development and general scholastic aptitude. At the end of the first and second year the students’ oral and written proficiency was assessed using a five-point scale on functional adequacy, fluency and on the accuracy, complexity and diversity of vocabulary and grammar. Additionally, a subset of the data was analyzed on errors and on specific syntactical complexity measures.

Preliminary results after the first year of instruction show a slightly steeper development for the intervention group on reading and listening skills. The writing and speaking skills show no significant differences, except for vocabulary. The intervention group seems to score significantly higher on the teacher ratings for vocabulary. Currently the second year data is being collected and analyzed. In June 2017 the data collection will be complete. The doctoral student workshop would be a good platform to present and discuss the complete data set and the planned analyses.

References


Exploring learners' reading behaviour in reading and reading-while-listening conditions: A study of eye-movements

Àngels Pinyana (University of Vic-Central University of Catalonia), Ana Pellicer-Sánchez (UCL Institute of Education) and Raquel Serrano (Universitat de Barcelona)

Eye-tracking studies shed light on how students process online written input by investigating how attention is allocated to diverse sources of information in a multimodal situation. By means of this technology, the present study examines the reading behaviour of a group of EFL primary school learners and a group of EFL university students that read the same text in two different modes: “reading only” and “reading-while-listening”. Although there are some studies that have examined reading comprehension, fluency or vocabulary learning under these two modes (e.g., Webb & Chang, 2012), little is known about actual online reading behaviour when students read only as opposed to when they read while listening.
This particular study examines online processing as well as reading comprehension in the case of a group of thirty-six primary school students and another group of twenty-one university students. The primary school learners (11-12 years old) read an English graded reader (300 headwords) under the two modes (half of the book in “reading only” mode and the other half “reading-while-listening”). Half of the participants started in the first mode and finished in the second mode and the other half followed the opposite order. The same counterbalanced procedure was followed with the adult learners, but in this case, they read two different texts (around 600 words each), which had been previously piloted to ensure a similar degree of difficulty. Texts were presented across several screens. Apart from online measures of reading behaviour, a vocabulary knowledge test was used in order to examine the role of previous vocabulary knowledge as well as an offline reading comprehension test. The results of our analysis suggest that all the students (regardless of age) spend more time reading in the reading only mode. However, such increase in reading time does not necessarily lead to better comprehension.


Asymmetries in child foreign language acquisition: production, interpretation and judgements of null subjects

Elisabet Pladevall-Ballester (Universitat Autònoma de Barcelona), Eloi Puig-Mayenco (University of Reading), Susagna Tubau and Montserrat Capdevila (Universitat Autònoma de Barcelona)

This paper examines the extent to which null-subjects are present in child foreign language acquisition in minimal input instructed contexts. Whereas child L2A in immersion and bilingual instructed environments have been extensively studied in GenSLA (Haznedar and Gavruscva, 2008, Rothman et al., 2016, a.o.), the population in the study has been underexplored even though it represents the vast majority of child L2 learners. Subject omission in early grammars of English learners whose L1s are null-subject languages is one of the most widely studied phenomena, particularly in adult L2 English and to a lesser extent in child L2 English (e.g Hilles, 1991; Lakshmanan, 1994). However, these studies have focused only on one type of data and to the best of our knowledge, no studies have reported on subject omission data from child foreign language acquisition contexts, where L1 transfer might be overextended.

The present study attempts to address this gap by analysing and comparing production, interpretation and judgement data on subject omission by the same group of young learners of English who had accumulated around 300 hours of exposure over five years in a limited and poor quality input context. Participants were 9-10 year-old Catalan/Spanish bilingual children (n=38) who took part in three experimental tasks: 1) production task (spot-the-difference task), 2) a comprehension experiment (a Truth-Value-Judgement task adapted from Orfitelli and Hyams, 2012) and 3) a Grammaticality Judgement Task (GJT). Production data reveal very low percentages of null subjects, but interpretation and judgement data show significantly higher rates of interpreted and accepted null subjects in the data. Production results will be discussed in relation to the formulaic nature of these children’s speech whereas interpretation and judgement data are more indicative of the mental representation of
the participant, which gives important insights into the nature of instructed child foreign language acquisition.

References


Processing of English wh-questions by sequential bilingual children: a visual-world paradigm study

George Pontikas, Ian Cunnings (University of Reading), Ianthi Maria Tsimili (University of Cambridge) and Theo Marinis (University of Reading)

This study examines the comprehension and real time processing of wh-questions in 8-11-year-old sequential bilingual primary school children with English as a second language (L2) compared to monolingual age matched controls. It also investigates the impact of number match/mismatch features using a visual-world paradigm (e.g., Contemori & Marinis, 2014a). It addresses two research questions: 1) Is there a subject-object asymmetry in the comprehension of wh-questions in L2 children as in L1 speakers, 2) Does the mismatch in number features facilitate processing of wh-questions by L2 children? The dependent variables examined are: a) comprehension accuracy scores, and b) proportion of looks towards the target picture while listening to the sentence. The prediction for accuracy is higher performance for subject compared to object wh-questions and facilitation in number mismatch for both groups (Adani 2008, Contemori & Marinis 2014b), but L2 children may show lower performance that controls in object wh-questions modulated by their exposure to English. In terms of the eye-tracking data, both groups are predicted to look at the target picture after the disambiguation point, but L2 children may show a delay modulated by slower speed of processing. Preliminary results for accuracy show a strong effect of syntactic structure (significantly higher accuracy for subject compared to object wh-questions) across groups and moderate effects of number mismatch for the controls but not for the L2 children. The findings for overall accuracy suggest that sequential bilingual speakers of English find object wh-questions more difficult similarly to the L1 controls. The accuracy findings can be tentatively interpreted as
partial similarity of wh-questions between L1 and L2 speakers of English at that age in that both groups show a subject advantage. Nonetheless the differences in the effect of number mismatch indicate differential processing of wh-questions for the two groups. This may reflect an earlier acquisition stage or is a result of lack of power. The data collection will be completed by June 2017 with 30 children in each group. Eye-tracking data will provide further evidence on real time wh-question processing.

References


Investigating the grammatical knowledge of Negative Quantifiers and Negative Polarity Items in L3 English

Eloi Puig Mayenco (University of Reading)

A central question in the nascent field of formal linguistic approaches to L3/Ln acquisition is: which—under the dynamic scenario L3/LN presents—previously acquired language transfers into the initial stages and what variables determine the selection between the L1 or L2. Several formal models have been proposed, the main ones being: the L2 Status Factor (L2SF, Bardel and Falk, 2007); Cumulative Enhancement Model (CEM, Flynn et al., 2004) and the Typological Primacy Model (TPM, Rothman, 2011, 2015). In the present study, we investigate competence at the initial L3 stages and beyond. To do so, we test the domain of Negative Polarity Items (NPIs) and Negative Quantifiers (NQs) in L3 English by speakers of L1 Catalan > L2 Spanish and L1 Spanish > L2 Catalan at beginning, intermediate and advanced L3 English proficiency. Using Catalan-Spanish bilinguals and co-varying order of acquisition of the two is especially relevant because of the different morphosyntactic distribution of Negative Concord Items (NCIs) especially where Catalan differs from Spanish and accords more closely with English (Espinal, 2000; Vallduví, 1994; a.o).

A battery of three tasks is employed: A Grammaticality Judgment Task, A Self-Paced Reading Task and a Picture-Sentence Matching task. Participants are tested in the three languages to probe for possible regressive transfer effects from the L3, at very advanced levels, to the L2/L1 and also to ensure at the beginning level that each participant has acquired the Spanish and Catalan distinctions. Pilot research across all three tasks shows clear transfer from Catalan, e.g. they interpret both NPIs and NQs as Catalan NCIs. The study brings new insights into the field especially as regards true L3 developmental issues—managed by a controlled cross-sectional design—and for possible regressive transfer effects as a consequence of L2 learning itself (Cabrelli Amaro, 2017).
Selected references


Incidental vocabulary acquisition through viewing: is it the same for single words and formulaic sequences?

Eva Puimège & Elke Peters (KU Leuven)

Mastery of formulaic language is an essential aspect of communicative competence. However, the correct use of formulaic sequences (FS) has been found to be a challenge for second language learners, even for advanced learners (Laufer & Waldman, 2011). Research has shown that, like single words, FS can be learned incidentally through reading (Peters, 2012) and reading-while listening (Webb et al., 2013). In spite of an increased interest in vocabulary learning through audiovisual input, far less is known about learning collocations through viewing. This is surprising given that corpus research has shown that the oral discourse typical of audiovisual input could provide sufficient exposure to FS for incidental learning to occur (Lin, 2014).

In this talk we will explore incidental learning of FS through audiovisual input. Specifically, the study aims to investigate whether different types of formulaic sequences, viz. collocations, idioms and phrasal verbs, can be learned incidentally through audiovisual input and whether there are significant differences in learning gains between FS and single words. Data will be collected from 70 English-as-a-foreign-language learners (L1=Dutch) in their first year at university. A pretest-posttest, between-subject design will be adopted. Learners will be randomly assigned to either the experimental group or the control group. Learning gains will be measured at three levels of sensitivity: a form recall test, a meaning recall test and a form recognition test. We hypothesize that incidental learning of FS through audiovisual input is possible, but that the learning gains will be higher for the single words than for the FS. We also expect that learning gains will be higher for collocations and phrasal verbs than for idioms, which are less transparent in meaning. Findings of the
study will provide more insight into vocabulary acquisition through audiovisual input, and will shed more light on the acquisition of formulaic language.

References:


Incidental and intentional L2 learning through L1 and L2 subtitles

Geòrgia Pujadas Jorba & Carmen Muñoz (Universitat de Barcelona)

Research on subtitles for foreign language learning purposes has shown that multimodal input can benefit vocabulary acquisition and listening comprehension (e.g. Montero Pérez et al., 2013), but there are still many unanswered questions regarding this learning setting. General consensus is that L2 subtitles are more beneficial for L2 learning (Vanderplank, 2016), but some studies suggest that a minimum proficiency threshold is necessary to benefit from L2 subtitles and argue that the use of L1 subtitles may bridge this gap (Markham & Peter, 2003).

This on-going study explores the benefits of subtitle mode (L1 or L2) and instruction (intentional or incidental) on vocabulary acquisition and listening comprehension through the sustained viewing of a TV series. Four secondary school classes (grade 8) are currently engaged in a one-year classroom intervention (a weekly session). Each class has been assigned into a different condition: (1) intentional L1-subtitles, (2) incidental L1-subtitles, (3) intentional L2-subtitles and (4) incidental L2-subtitles. A series of target words have been selected and pre-taught in the intentional groups only. Following a pre-/post-test design, vocabulary and comprehension gains will be examined, as well as the role of proficiency, aptitude and working memory.

Based on previous research, we expect that the L2-subtitles groups - who benefit from matched oral and written word forms - will have higher gains in vocabulary, while the L1-subtitles groups – with access to L1 translations - will have higher gains in listening comprehension, particularly at lower proficiency levels. We also predict that the two intentional groups (who are taught TWs meaning), will have higher gains in vocabulary than in comprehension, compared to the incidental groups. The study seeks to contribute data from teenage learners, underrepresented in the field, and to expand previous research findings with longitudinal data from longer-term results, also scarce in this area.

References
A corpus-based study of anaphora resolution (L1 English-L2 Spanish): testing the Position of Antecedent Strategy (PAS)

Teresa Quesada & Cristóbal Lozano (Universidad de Granada)

Anaphora resolution (AR) has been extensively studied in L2 Spanish in the context of the Position of Antecedent Strategy (PAS). PAS is a structural parsing strategy where a null pronominal subject biases towards an antecedent in a structurally higher (subject) position, which marks topic continuity. An overt pronoun biases towards a non-subject antecedent, which marks topic shift.

The PAS has been extensively studied in both native and L2 Spanish (Alonso-Ovalle et al. 2002, Bel & García-Alcaraz 2015, Filiaci 2010, Jegerski et al. 2011). Advanced and near-native learners of Spanish typically show deficits when processing PAS, arguably as a result of their limitations when integrating simultaneously syntactic (overt/null alternation) with discursive information (topic/focus) at the syntax-discourse interface, as predicted by the Interface Hypothesis, IH (Sorace 2011). However, most of these studies are experimental and have investigated PAS in decontextualized scenarios.

We present evidence from naturalistic data in the CEDEL2 corpus (L1 English-L2 Spanish), as production data offers contextually richer scenarios. A sample of lower- and upper-advanced learners (plus a Spanish native control subcorpus) were annotated following a fine-grained tagset implemented in the UAM Corpus Tool tagging software (O’Donnell, 2009).

Results from lower and upper advanced L2 Spanish learners confirm the PAS, revealing that null pronouns show a bias towards subject antecedents (topic-continuity scenarios). However, overt pronouns show a rather optional bias (subject/non-subject antecedent) and, importantly, NPs show a stronger bias towards antecedents in non-subject position, a finding which has been overlooked in previous experimental research.

In short, Learner Corpus Research (LCR) methods reveal that there are additional factors in AR that have previously gone undetected. Additionally, results suggest that native-like competence is attainable in very advanced levels of competence, which has implications for theories like the IH.

References


**Short and Long-term Vocabulary Retention through Multi-media glossing: A Mixed Methods Research**

Nasrin Ramezanali & Farahnaz Faez (Western University)

Glossing, a context-based technique that represents information on new vocabulary is one of several approaches for teaching vocabulary, which can also be used electronically through text, picture, audio and video (i.e., multimedia glossing). Drawing on dual-coding theory (Paivio, 1986) and cognitive theory of multimedia learning (Mayer, 2014), the present research investigates which mode(s) of gloss presentation (L2 definition, aural, and video/animation) is effective for L2 learners’ vocabulary learning and long-term word recollection.

Utilizing a mixed method approach (Tashakkori & Teddlie, 1998), 132 intermediate adult language learners formed four groups (one control & three experimental). The experimental groups received reading passages with hyperlinked glossed words in different glossing modes during one instructional week; the control group received no glossing instruction. Data was collected through pre/post multiple choice (MC) and productive recall (PR) achievement tests. ANCOVA and paired samples t-test were used to analyze the data with both in-sum and sub-test comparisons for the efficacy of glossing and different glossing modes respectively. Participants’ attitudes and perceptions towards the glossing modes were also examined through a 5-point Likert-scale questionnaire and face-to-face semi-structured interviews.

The in-sum-test comparison results showed that glossing was significantly more effective than the non-glossing vocabulary strategy for participants’ short-term word retention in both PR and MC productive recognition tests; and partially effective for their long-term retention. Additionally, the sub-test comparisons revealed that, overall, in both PR and MC productive recognition tests, the bimodal glossing of L2 definition and video/animation glossing as well as L2 definition and audio glossing
were more effective than the single glossing mode of L2 definition alone for the majority of test sessions.

The findings of the questionnaire and face-to-face semi-structured interviews unanimously showed that the participants preferred the bimodal glossing of L2 definition and video/animation glossing over the two other modes. The present study has implications for materials developers, syllabus designers, and language teachers which will be discussed.


Transmitting Russian to the second generation: Family language policy and practical reality in Sweden, Cyprus and Estonia

Natalia Ringblom (Stockholm University), Sviatlana Karpava (University of Central Lancashire, Cyprus) and Anastassia Zabrodskaja (University of Tartu, Tallinn University)

Using questionnaire and interview techniques, our exploratory study identifies and describes how family language policy (FLP) is managed in 73 bilingual families with Russian-speaking backgrounds in Sweden, Cyprus and Estonia. Family is placed at a central position as a main prerequisite for language maintenance.

Applying the insights gained from FLP studies (King & Fogle, 2013; King et al., 2008; Spolsky, 2012), by FLP we mean an integrated approach to how languages are managed, learned and negotiated within individual families (see King et al., 2008: 907) and explore how FLP is managed through literacy resources and literacy related activities in the families. The linguistic practices of the parents are compared with the linguistic outcomes of their children. Our results show both differences and similarities among Russian-speakers in the three countries, not only in their family language practices, but also in their attitudes towards Russian-language literacy. Multilingualism and the maintenance of the heritage language and culture are encouraged and the intentions of the parents are aimed at transmitting Russian. Yet, their everyday practices are in sharp contrast with their intentions.

While emotions are highly involved in parental decision to transmit their mother tongue to the children, they also find the issue of integration to the mainstream society extremely important. Mainstream language education and extra curriculum activities in the majority language are chosen by the parents. The children tend to follow the same pattern that is used in their families. If their parents mostly use the majority language for communicating at work, at home and with their friends as well as for reading newspapers and listening to the radio, then their children will have the same linguistic practices as their parents: they will not do all these activities in Russian. This may lead to passive bilingualism or even monolingualism in the majority language.
What is the relationship between L2 lexical and syntactic development?

Vivienne Rogers (Swansea University)

A central question in second language acquisition research is how instructed learners acquire features not present in the first language. Bates & Goodman (1997) suggested the in first language acquisition, children’s development of syntactic features relies on vocabulary size. With the increasing role for the lexicon in the Minimalism Program (Chomsky 1995), it seems logical to ask what the L2 lexicon needs to look like in order for learners to acquire new syntactic (uninterpretable) features. Previous work by David et al (2009) found correlations between vocabulary diversity and global measures such as MLU. Treffers-Daller & Rogers (2014) found a link between receptive vocabulary size and the acquisition of strong uninterpretable Tense features in L2 French. This exploratory study investigates the relationship between the acquisition of receptive/productive vocabulary and the acquisition of uninterpretable feature bundles associated with CP, TP and DP. Further, this study will consider whether there are constraints on the acquisition of uninterpretable features due to the nature of the mental vocabulary network, e.g. threshold limits.

This pilot study provides a fine-grained analysis of 20 intermediate (B1/B2) English speaking learners of French. They took part in a battery of tasks including a cloze test as a measure of general proficiency, a receptive vocabulary test (X-lex), a written story re-telling task and a written composition task.

Initial results from the first 10 participants and the written story-retelling task showed a significant correlation between measures of lexical diversity (D) and MLU (similar to David et al 2009). They also showed significant correlations between diversity and DP (gender), TP (verb movement) and CP (embedded clauses). These initial results suggest that the acquisition of vocabulary, at least in terms of diversity, is related to the acquisition of uninterpretable features. The implications of what this means for L2 mental lexicon will also be discussed.

Parlez-vous français? A three year longitudinal study

Audrey Rousse-Malpat & Marjolijn Verspoor (University of Groningen)

L2 input is often mentioned as a pre-requisite for good second language teaching (Ellis, 2008; Scheffler, 2008). However, many foreign language classrooms fail to use the target language, as in the case of French in the Netherlands (Oosterhof, Jansma & Tammenga-Helmantel, 2014). In practice, teachers spend a great deal of time explaining grammar in the L1, and the L2 is rarely used.
The current study explores the effect of exposure to L2 French in the Netherlands. 6 different schools and 12 different teachers using two different instructional methods participated. The first method was traditional, structure-based with explicit grammar instruction mainly in the L1. The second method was story-based, taught almost exclusively in the L2 with gestures to scaffold for understanding and inductive grammar instruction. 308 high school students aged 12 were followed during their first three years of French instruction. Students were asked to write 16 narratives and to take three oral tests over the course of three years. The oral tests were scored using the protocol and grid from the SOPA method developed by CAL (Thompson, Kenyon & Rhodes, 2002) and the narratives were scored on a similar grid developed for this particular study.

Results of mixed effects regression modelling showed that overall, the story-based method with high L2 exposure was much more effective on both written and oral skills, already after 6 months of instruction. However, one traditional class with explicit grammar taught almost exclusively in the L2 had similar results, suggesting that it is the amount of meaningful exposure rather than the method or type of instruction that plays a major role in L2 foreign language development.


**Interactions between verb bias and plausibility in the resolution of temporary ambiguity**

Duygu Fatma Şafak (University of Braunschweig)
A central question in research on second language (L2) processing is how L2 learners integrate lexical, semantic and syntactic information during sentence comprehension. Many studies report that L2 learners readily use semantic information, while they underrely on syntactic information [1]. As for lexical information, some studies on L2 learners’ sensitivity to frequency-based verb bias show that learners of a verb-initial L2 with a verb-final L1 may not use verb biases due to the unavailability of such information in their L1 [2]. This suggests that the native language (L1) may exert a critical role.

Against this background, this PhD project investigates how L2 learners of English process temporarily ambiguous sentences, in which the noun phrase following the main-clause verb is initially ambiguous between being the direct object of that verb or the subject of an upcoming embedded clause. In an eye-tracking experiment, we manipulate the main-clause verb to have either a direct-object (DO) or a sentential-complement (SC) bias as well as the plausibility of the final segment to be either semantically matched or mismatched with the initial direct-object interpretation (1).

We are currently testing 56 advanced L2 learners of English from different L1 backgrounds (German vs. Turkish). German has a predominantly subject-verb-object word order in main clauses, thus allowing the verb to generate predictions about upcoming structure. By contrast, Turkish is a verb-final language, in which the verb cannot create expectations for incremental parsing. We therefore predict that L1-German learners, unlike L1-Turkish learners, will show a main effect of verb bias and an interaction between verb bias and semantic match. Based on the findings, this PhD project will extend the focus to examine how referential context information affects the interactions between verb bias and plausibility during L2 ambiguity resolution.

Materials (1) a. DO-bias semantic match: He saw the warning signs were really and truly totally easy to notice. b. DO-bias semantic mismatch: He saw the warning signs were really and truly completely impossible to notice. c. SC-bias semantic match: He realized the warning signs were really and truly total- ly easy to notice. d. SC-bias semantic mismatch: He realized the warning signs were really and truly completely impossible to notice.

References


**Aptitude Effects on Second Language Segmental and Suprasegmental Development in Classroom Settings: A Longitudinal Study**

Kazuya Saito, Yui Suzukida & Hui Sun (Birkbeck, University of London)

Over the past 50 years, a number of second language (L2) acquisition researchers have extensively examined the role of foreign language aptitude in determining the rate and ultimate attainment of L2 learning in foreign language classroom settings (for narrative and meta-analytic reviews, see Skehan, 2015; Li, 2016, respectively). Notably, the existing literature comprises mainly of cross-sectional investigations on
the relationship between aptitude and L2 lexicogrammar learning—comparatively less is known about influences aptitude has on the development of L2 pronunciation proficiency, particularly longitudinally.

The current study examined the influence of aptitude on the longitudinal development (one academic year) of L2 pronunciation proficiency in an English-as-a-Foreign-Language setting. Spontaneous speech samples of 40 first-year Japanese university students were elicited at the beginning, mid and end points of the project, analyzed for global, segmental, syllabic, prosodic, and temporal aspects of L2 pronunciation, and linked to their aptitude scores (measured via the LLAMA aptitude tests). Whereas the participants generally enhanced the global comprehensibility of their speech (via reducing vowel insertion errors in complex syllables) as a function of increased classroom experience during their first semester, explicit learning aptitude—rote memorization and phonemic coding—appeared to help certain learners further enhance their pronunciation proficiency through the development of fluency and prosody. In the second semester, incidental learning ability—sound sequence recognition—was shown to be a significant predictor of the extent to which certain learners could continue to improve and ultimately attain advanced-level L2 pronunciation, largely thanks to improved segmental accuracy.

In line with Skehan’s (2016) acquisition-oriented model of aptitude, the findings echoed that whereas explicit learning aptitude may lead to robust improvement in the fundamental aspects L2 proficiency (e.g., prosody, fluency) within a short period of time, incidental learning aptitude seems to impact the acquisition of relatively difficult, nativelikeness-related features (e.g., segmentals) in the long run.

References


Characterizing phonetic systems of French schoolchildren in L2 English

Fabian Santiago & Ewa Lenart (Université de Paris 8)

It has been shown that, contrary to adult learners, young children are typically successful in acquiring native-like segmental and prosodic patterns ([1], [4]). However, it has also been suggested that schoolchildren who have well established their L1 do not learn the prosody and segmentals similarly: children with shorter L2 exposure are able to produce lexical stress, but fail to master native-like pronunciation of vowels [5]. Moreover, it is unclear whether the acquisition of pronunciation is correlated to the development of the morphosyntactic structure as it has been observed in L2 adult learners ([2]).
To date, no studies have analyzed which phonetic level is more easily acquired by L2 schoolchildren (segmental or prosodic) and how it could be correlated to the learning of morphology and syntax. Our goal is to describe the phonetic systems of young French schoolchildren learning L2 English at primary school and to compare them with the development of morphosyntax. The data we analyzed is a subset of the Primaire corpus ([3]), which includes recordings of 54 children divided into two groups: 1st school year (6 years old) and 3rd school year (8 years old). Children performed an imitation task of 16 short phrases in English recorded by an American English native speaker (model).

Preliminary results show that children, independently of age, produce lexical stress (prominence on correct syllables and accuracy of pitch excursion) better than segments (evaluated as Levenshtein distances between the children and the model transcriptions). Furthermore, in several cases, native-like intonational patterns could be observed on erroneous segmental material (Fig.1). This suggests that children are able to imitate stress and its native-like intonational realizations before mastering the segmentals. Additionally, an ongoing analysis is trying to establish whether the phonetic and morphosyntactic levels (acquisition of SN and plurals) are developed in parallel.

References


**Effects of task complexity on oral production of Chinese learners of Portuguese Foreign Language**

Sara Santos (University of Macau)

This research project aims to investigate the effects of cognitive task complexity on the oral performance of Chinese learners of Portuguese Foreign Language, a population underrepresented in previous studies in the field of Task-Based Language Teaching, namely with respect to task design. In the current study the cognitive task demands are manipulated along the dimensions resource-directing and resource-dispersing of the Triadic Componential Framework (Robinson 2001, 2003, 2005, 2011, 2015). The variables chosen are respectively “±few elements” and “±planning time”. Using a 2x2 design, 40 intermediate learners of Portuguese perform a
monologic information—giving oral task: a simple task with two elements and a complex task with six elements. Half of the learners (n=20) are given pre-task planning time but for the other half (n=20) the planning time is removed. The order of the tasks is counterbalanced.

The participants’ output is analyzed by means of both general and specific measures of structural and lexical complexity, accuracy and fluency (CAF). The results are discussed in the light of Robinson’s Cognition Hypothesis as well as in the light of the claims of its competing framework, the Trade-Off Hypothesis proposed by Skehan (1998, 2014) and with reference to the findings of previous studies that have manipulated both the number of elements and pre-task planning time.

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One word, two translation equivalents: Evidence of activation of both meanings in bilingual processing

Christina Schelletter (University of Hertfordshire)

Previous studies (Shook and Marian 2012, Singh and Mishra 2015) have shown that cross-language activation in bilingual speakers includes both the phonological and semantic levels of language, thus leading to the activation of translation equivalents of target words in the other language. These effects can be accounted for within the Bilingual Language Interaction Network for Comprehension of Speech (Shook and Marian 2012).

In the present study, the cross-language activation of translation equivalents with two meanings is investigated in a picture matching task using eye tracking. Monolingual and German/English bilingual subjects were presented with arrays of four pictures on a computer screen and heard a target word. The arrays consisted of a picture of the target word, a competitor and two distractors. The competitor picture represented the...
second meaning of the translation equivalent of the target word but was irrelevant for monolingual subjects. Subjects were asked to click on the picture that corresponded to the target word.

Reaction times and eye fixations to the target and competitor pictures were measured in a group of 10 monolingual and 10 German/English bilingual adult subjects. Latencies were found to be generally higher in the bilingual subjects compared to the monolinguals. Eye fixations to the competitor picture were also found to be higher in the bilingual group compared to monolinguals, thereby showing that the activation of the translation equivalent in the other language includes both meanings of the translation equivalent.

There were individual variations though and eye fixations to the competitor picture differed between the different picture displays. Factors that could have an impact are the picture representation as well as the frequency of the translation equivalent. The implications of the findings for bilingual processing and L2 acquisition are discussed.

References


Animacy of subjects and influence on L2 acquisition: The case of Japanese learners of English

Tomohiko Shirahata (Shizuoka University), Koji Suda, Takako Kondo (University of Shizuoka), Ayano Otaki (Shizuoka University), Mutsumi Ogawa (Nihon University), Hideki Yokota (Shizuoka University of Art and Culture) & Chika Yoshida (Tenri University)

There are two purposes of this study. One is to demonstrate that animacy of English sentential subjects affects L2 learners whose L1 has a similar semantic property as Japanese concerning sentential subjects. Silverstein (1976) proposed a noun hierarchy of agency. Personal pronouns are most likely to be subject/Agent, while inanimate nouns are least likely to be subject/Agent. Japanese prefers animate nouns for subjects to inanimate nouns. Thus, they most often feel that sentences with a subject/inanimate and an object/animate like Oonami-ga watashi-o saratta (=A big wave swept me off) sounds awkward. Thus, when inanimate nouns are in subject position, the acceptability of the sentence becomes low for Japanese speakers (Suda, 2014; Kondo and Shirahata, 2015; Kondo, Otaki, Suda and Shirahata, 2015; Otaki and Shirahata, 2017; Shirahata, Suda, Kondo, Yokota and Ogawa, in press). More specifically, when the subject of an English sentence is an inanimate noun, many JLEs tend to reject a correct active form and accept an incorrect passive form.

The other purpose of the study is to demonstrate that acquisition of [-animate] subject nouns can be promoted by explicit grammar instruction if the hypothesis proposed by Shirahata (2015) is valid. He claims that explicit instruction is effective for the items
which are governed by the rules with simple internal usages, mainly convey lexical meaning, and have not been taught enough. These conditions all apply to the case of the acquisition of inanimate subject nouns by JLEs. 

Thus, we conducted some researches to verify this assumption. We gave adult JLEs explicit instruction of unaccusative verb constructions, ergative verb constructions and subject wh-questions. All the structures had [-animate] subject nouns. The results show that explicit instruction is effective for having JLEs understand that English often uses [-animate] subject nouns. We will show these results in detail in our presentation.

References


The reading-related skills of children learning English as an additional language

Natalie Smith & Claudine Bowyer-Crane (University of York)

While much is known about the reading comprehension skills of monolingual English-speaking children (EL1) in the UK, it is less clear whether children learning English as an additional language (EAL) follow the same pattern of development. Research suggests that EAL children have lower levels of vocabulary and reading comprehension in comparison to their EL1 peers (Burgoyne, Whiteley & Hutchinson, 2011; Hutchinson, Whiteley, Smith & Connors, 2003) however further research is needed to understand which skills are predictive of reading comprehension for EAL children at different ages. The reading-related skills of EAL children and EL1 children are explored within two year groups; Year 2 and Year 4. The cross-sectional data provides detailed comparisons of the skills that underpin reading comprehension for EAL and EL1 children. In total data were collected from 49 Year 2 pupils, 26 of whom were learning EAL and 61 Year 4 pupils, 34 of whom were learning EAL. Children completed an individually administered battery of tests, this included measures of: reading comprehension, receptive vocabulary, expressive vocabulary, phonemic memory, phonological awareness, verbal working memory, nonverbal
working memory, nonverbal ability, morphological awareness, expressive language, word reading, listening comprehension, rapid automatized naming, reading accuracy and reading fluency. All tests were conducted across three half hour sessions on separate days.

The measures were aggregated into broader composite variables and the results indicate that the EAL children had lower levels of oral language, reading comprehension and non-verbal ability in comparison to their EL1 peers. Measures of word reading were, however, comparable among the two language groups. This pattern emerged both in Y2 and in Y4. Lower levels of non-verbal ability among the EAL children was an unexpected finding and needs investigating further. When controlling for the differences in non-verbal ability, lower levels of reading comprehension and oral language still emerged for the EAL children in both year groups. Additionally, the results show that the gap between the EAL and EL1 children on measures of reading comprehension and oral language was greater for the Y4 children than the Y2 children. Further longitudinal studies will be carried out to understand the developmental trajectory of reading-related skills for this population of children. However, the cross-sectional findings imply that EAL children need further support with their oral language skills.

Effects of orthographic forms on phonology in Japanese speakers of English as a Second Language

Mirjana Sokolovic-Perovic, Susannah Dillon (University of Reading) & Bene Bassetti (University of Warwick)

Previous research found that L2 orthographic forms affect L2 sound production. Italian speakers of English produce the same consonant as longer when spelled with two letters than when spelled with one letter (e.g. accuse - acute). This is because Italians recode English orthographic forms using Italian grapheme-phoneme correspondences, where double consonant letters represent geminates (Bassetti, 2017). Durational differences were also found in their vowel production, e.g. seen vs. scene (Bassetti & Atkinson, 2015).

This study investigated whether this interaction between L2 orthographic forms and L1 grapheme-phoneme correspondences exists in Japanese speakers of English. Unlike Italian, Japanese has contrastive length in both consonants and vowels, and it uses a different script. In kana, geminates are represented using a sokuon symbol (はっと/hatto/ ‘hat’ vs. はと/hato/ ‘dove’), and long vowels using an extra vowel symbol (のう/noː/ ‘brain’ vs. の/no/ ‘field’). We predicted that the Japanese would also produce the same English segment as longer when spelled with two letters than when spelled with one.

Native Japanese and native British English speakers (both n=16) performed a delayed word repetition task. The targets were word pairs containing voiceless plosives (n=9) and vowels (n=7). Each pair contained the same segment, spelled with either singleton or double letters. Words were produced three times in a carrier sentence. A spelling task tested participants’ spelling of target sounds.

Acoustic analysis found that Japanese speakers produce the same segment as longer when spelled with two than with one letter. The English group was not affected by
spelling. The effect extended to misspelled words: when both words in a pair were spelled with the same number of letters, there was no difference in segment duration. Findings have implications for research on orthographic effects on L2 phonology and L2 phonological development models.

References


The role of the L1 in L3A: a longitudinal study

Rosalinde Stadt (ACLC, University of Amsterdam), Aafke Hulk & Petra Sleeman (ACLC)

In theories of L3 acquisition, the role of L2 may be focused (L2 Status Factor, Bardel & Falk, 2007) or the role of both the L1 and the L2: when does L1 or L2 influence L3A (perceived typological resemblance?, Rothman 2015) or how does L1 or L2 influence L3A (facilitating?, Flynn et al., 2004). In this paper we investigate how much L1 Dutch influences L3 initial state learners of French with L2 English at a secondary school and how L1’s role develops over time.

For L2 acquisition by beginning learners of French at a Dutch secondary school, Hulk (1991) showed by means of a Grammaticality Judgment Task that the influence of the Dutch V2-rule decreases rapidly. However, Hulk’s data were not analyzed statistically. Furthermore, Hulk did not take into consideration that French was in fact the L3 of the students, English being their L2.

We submitted a Gap-Filling and a Grammaticality Judgment Task testing the influence of the Dutch V2-rule to initial state L3 French learners with English as their L2. We tested the same students one year later. Our data reveal that the L1 influence decreases significantly in one year. We show that this is not due to an increase of L2 English proficiency or to an increased influence of L2 on L3.

We argue that the dramatic influence of L1 Dutch in initial state learners cannot be due to a perceived typological resemblance between L1 and L3 (contra Rothman). Second, our data show that L1 influence can be negative, especially in initial state learners (contra Flynn et al.). Finally, we show that evidence in favor of the L2 Status Factor (Bardel & Falk) may be due to the insignificant role of the L1 rather than to L2 influence.

References:

Cohesion in written learner language is an important, yet underresearched area of investigation (Lee, 2002). L2 writers’ cohesion problems persist even at advanced stages of acquisition (Reid, 1992). It is therefore important to investigate the development of cohesive patterns in learner writing as a first step towards creating appropriate pedagogical support. The pedagogical approach towards cohesion in language curricula is frequently characterised by a focus on grammatical accuracy, rather than on stylistic appropriateness, which may cause L2 writers to making non-nativelike use of cohesive features (Gilquin & Pacquot, 2007).

This longitudinal corpus-based study aims at exploring developmental patterns in German L2, thus addressing the need for exploration of longitudinal data for writing proficiency development (Vyatkina, 2013). The analysed corpus consists of six timed handwritten essays produced by 22 students in German L2 with Dutch L1 over five semesters of collegiate language study. All texts were annotated for quantitative analyses regarding fluency, accuracy, and general complexity. Cohesive ties density was calculated semi-automatically as ratios of specific word categories like conjunctions, pronouns, and pronominal adverbs. In addition, a qualitative analysis of six individual profiles of cohesion development was conducted. This in-depth analysis covered the full range of cohesive devices listed by Halliday and Hasan (1976), including coreference, lexical cohesion, ellipsis, connectives, and substitution.

The quantitative analyses revealed linear development patterns for accuracy and fluency, but irregular patterns for complexity. Regarding cohesion development, the use of subordinating conjunctions and pronominal adverbs increased over time. However, the qualitative analysis revealed that lexical variation in connector use hardly increased. Also, students made frequent use of asyndetic sentence coordination and ellipses. These characteristics of oral rather than written register of language use suggest that students lack register awareness with regard to cohesive strategies, which is in line with earlier findings on academic writing in English L2 (Gilquin & Pacquot, 2007).

References:


An Analysis of Pause-Proficiency Interaction on EFL Learners’ Listening Comprehension

Kosuke Sugai (Kindai University), Kazuo Kanzaki (Osaka Electro-Communication University) & Shigeru Yamane (Kansai University)

Some previous studies showed that a slower speech rate of listening materials facilitated comprehension (Anderson-Hsieh & Koehler, 1988; Zhao, 1997), while others showed effects of pause frequency and duration (Blau, 1990; Kohno, 1998).

Authors (2016a) found that longer pauses (450 ms) facilitated listening comprehension of lower intermediate EFL learners, while slower articulation rate did not necessarily have a positive effect on learners’ comprehension. In a follow-up study conducted by the authors (2016b), six different pauses (200, 300, 400, 500, 600, 700 ms) were used to elucidate the effective pause duration on listening. Results showed that pauses longer than 500 ms inserted between Perceptual Sense Units (PSUs; Kohno, 1998) enhanced learners’ listening performance.

As a next step, the interaction between learners’ listening proficiency and pause duration was examined with participants divided into four different levels based on a 30-item listening test. Five versions of 30 item-tests were prepared as research materials. Without taking PSUs into consideration, pause duration in the original materials was digitally manipulated to produce five different pauses (350, 400, 450, 500, 550 ms) in six test items. The results showed that for the most proficient group, monologues with 400 ms pauses facilitated learners’ listening the most, while for the lowest group 550 ms pauses worked the best. However, a statistical analysis did not yield a large effect of pause duration (F(4, 5167) = 6.3694, p < 0.001, η² = .005), caused possibly by arbitrariness of pause position.

In the current study, in order to further clarify the pause-proficiency interaction, we conducted a new experiment placing pauses of five types of different duration (350, 400, 450, 500, 550 ms) between PSUs for learners with varied proficiency. It was found that the effect of pause duration varied depending on learners’ proficiency levels.

References

Authors. (2016b) Effects of pause duration on EFL learners' listening comprehension. A poster presented at The 49th Annual Meeting of the British Association for Applied Linguistics (Cambridge: Anglia Ruskin University)


**Second Language Oral Ability Development and Individual Differences during Study Abroad: A Longitudinal Study**

Hui Sun, Kazuya Saito & Jean-Marc Dewaele (Birkbeck, University of London)

Whereas previous studies have found that the impact of study-abroad experience on second language (L2) speech learning could be subject to a great deal of individual differences (ID), few studies have further examined whether and how not only learner-external (quality and quantity of input) but also learner-internal (language learning aptitude, motivation and personality) variables interact to determine the amount of gain that L2 learners can demonstrate after a short period of immersion.

By adopting a longitudinal research design, the current study examined the influence of 50 Chinese students’ ID profiles on their L2 English oral proficiency development in the first 4 months of study-abroad at a university in London. The participants’ spontaneous speech samples, elicited from a picture description task and an interview task at the beginning and end of the project, were analyzed by 10 L1 and advanced LX listeners for overall impression of the comprehensibility (ease of understanding) and accentedness (linguistic nativelikeness) on a 9-point Likert scale (1 = poor, 9 = excellent). Participants’ ID profiles were measured via Language Contact Profile (Freed et al., 2004), LLAMA Language Aptitude Test (Meara, 2005), L2 Motivational Self System Questionnaire (Dörnyei, 2009) and Multicultural Personality Questionnaire (van der Zee et al., 2013).

Statistical analyses suggest that the L2 oral gain demonstrated by certain learners from the early phase of study-abroad was predicted by their aptitude and L2 input profiles, whereas motivation and personality showed no significant effect. Individuals who had stronger language analytic ability and who reported more English use (especially speaking with L1 or fluent LX speakers) progressed faster in comprehensibility, probably through the development of lexicogrammar and fluency. On the other hand, those who scored higher in phonemic coding ability achieved more
reduction in foreign accentedness, possibly via refining their pronunciation (Saito, in press; Saito & Hanzawa, in press).

References:


A cross-sectional investigation of second language speech production across different proficiency levels: The case of EFL learners

Shungo Suzuki (Lancaster University)

Complexity, accuracy, and fluency (CAF) framework has been regarded as a comprehensive and sophisticated set of linguistic measures to capture the multicomponential nature of second language (L2) proficiency, performance, and development (Ellis & Barkhuizen, 2005; Polat & Kim, 2014). While CAF research tackles the psycholinguistic processes and mechanisms underlying synchronic manifestation and diachronic development of L2 system, two major issues have drawn increasing attention: (a) a non-linearity and interrelationship of developmental trajectories of CAF (Housen, Kuiken, & Vedder, 2012), and (b) the identification of developmentally sensitive measures (for a recent discussion see Lambert & Kormos, 2014). Therefore, the current cross-sectional study investigates (a) which CAF measures could characterize the different proficiency levels, and (b) how the developmental patterns of CAF interact with one another.

Participants were recruited at a large private university in Japan with the placement test score and overseas experiences as recruiting criteria, and 120 Japanese-speaking adult learners of English (MTOEIC = 671.7; SD = 157.6) participated in the study. While learners without any overseas experience (n = 90) were divided into low beginner, high beginner, and intermediate levels according to their placement test scores, the remaining 30 learners who have studied abroad (MLoR = 13.6 months; SD = 6.91) were labelled as an advanced level. Their speaking performance elicited via an argumentative speech task were analysed by 15 complexity, accuracy, and fluency measures (e.g., the number of syllables per minute).
The results showed that extended speech accompanied by longer sentences (i.e., complexity) was important for beginner to intermediate levels, whereas optimal speech rate (i.e., speed fluency) and syntactic complexity featured strongly for intermediate to advanced levels. These findings could offer an insight into the differential development of CAF for EFL learners (see Housen et al., 2012), suggesting a set of CAF measures tailored to learners’ proficiency level.

References


**Examining the Segmental and Suprasegmental Correlates of Second Language Pronunciation Proficiency**

Yui Suzukida & Kazuya Saito (Birkbeck, University of London)

A fundamental question in L2 research concerns what linguistic features characterise global constructs of L2 oral proficiency (De Jong et al., 2012). Whereas much research attention has been given to raters’ judgements of fluency (Bosker et al., 2013) and vocabulary (Crossley, Salsbury, & McNamara, 2015), little is known about the segmental and suprasegmental correlates of beginner, intermediate and advanced-level L2 pronunciation proficiency. In the context of the IELTS Pronunciation Scale, the current study took an exploratory approach towards examining in depth which pronunciation features trained raters actually attended to during their pronunciation judgement of L2 learners at different proficiency levels.

After receiving thorough training on how to use the publicly-available descriptors (1 = beginner, 9 = advanced), a total of five linguistically trained raters evaluated the overall pronunciation quality of 40 speech samples elicited from of Japanese learners of English who engaged in the long-turn IELTS speaking task. Subsequently, the samples were objectively analysed in terms of segmentals (unintelligible pronunciation of consonants/vowels), syllable structures (insertion, deletion) and suprasegmentals (the absence and misplacement of stress and intonation).

According to the results of correlation analyses, the raters’ pronunciation judgement scores were predicted by the number of errors in liquids (w, l, r), syllables (schwa insertion) and word stress (misplacement). The confidence interval analyses further pointed out that the syllable and consonant error factors distinguished beginner (score ≤ 5) from intermediate learners (score = 6) and the vowel and assimilation (e.g., mispronunciation of [sɪ, tɪ] as [ʃɪ, tʃɪ]) factors differentiated intermediate from advanced (score ≥ 7) learners. The findings here suggest that trained raters’
pronunciation judgement could be a complex phenomenon, as they are to intuitively or intentionally attend to various pronunciation problems (beyond the descriptors) which are uniquely tied to L2 learners at different ability levels (beginner → intermediate → advanced).

References


The Reassessment of Vocabulary Tests Based on Cognate Distribution

Csaba Z Szabo (The Open University)

Recent empirical findings in the field of Multilingualism have shown that the mental lexicon of a language learner does not consist of separate entities, but rather of an intertwined system where languages can interact with each other. Although general language competence can differ for different languages, when acquiring a new language, learners will undoubtedly rely on previous language knowledge and learning competence (see e.g. Szubko-Sitarek, 2015; Daryai-Hansen et. al, 2014). Accordingly, vocabulary size tests are considered to overestimate Romance language speakers’ knowledge (e.g. Nation, 1983; Schmitt, Schmitt and Clapham, 2001; Milton, 2009; Laufer and Ravenhorst-Kalovski, 2010), however the exact nature of this overestimation is as yet unaddressed. The presentation will rely on two empirical studies investigating the relationship between lexical knowledge in a Romance L2 and English L3 and elaborate on recent research that aims to quantify the exact amount and distribution of cognates in English and two Romance languages (Spanish and Romanian). Retrospectively, it will elaborate on two previous studies using vocabulary size tests in the case of Romance language speakers and evaluate to what extent tests, such as the VST or VLT, follow the proportion of cognates on different frequency levels compared to ‘real language’ (Nation’s BNC/COCA frequency list, 2006). The results suggest that in order to take a step closer towards standardised vocabulary tests, the distribution of cognates should become a design criterion for item selection and sampling for a more informed and nuanced score interpretation and to increase validity. Finally, as prior lexical knowledge influences foreign language acquisition, relevant teaching and learning implications will be considered as well.

Selected references:


Examining mediating factors between self-construals and vocabulary learning motivation

Mitsuko Tanaka (Ritsumeikan University)

Self-determined forms of motivation are essential for successful second language (L2) development. If learners with certain personality traits are less likely to be motivated, they need to be provided with some assistance. Thus far, the relationship between self-construal (i.e., a type of personality trait) and L2 learning motivation is still unexplored. However, my previous study has shown the importance of having independent self-construal to cultivate the more self-determined types of motivation and prevent amotivation. To put it plainly, learners with an individualistic orientation enjoy and value learning more and are less likely to have a lack of motivation. Despite the significant link between the personality trait of independent self-construal and motivations, it is unclear whether the causal relationship is direct. As perceived autonomy and competence are antecedents of the more self-determined types of motivation and/or amotivation, they potentially mediate the relationship between an independent self-construal and motivation. The present study aimed to investigate whether the effect of an independent self-construal on motivations occur directly or via satisfaction of the needs for autonomy and competence.

Engineering students from a Japanese technical college (N = 155) responded to a questionnaire based on self-determination theory (SDT; Deci & Ryan, 2002) and self-construals. The data were analyzed using multiple mediation analyses with the bootstrapping method. The results showed that there were significant indirect effects of an independent self-construal on intrinsic motivation, identified regulation, and amotivation through perceived autonomy and competence. Taken together, perceived autonomy and competence were significant mediators of the relation between the self-construal and motivations. Those with higher independent self-construal enjoy and value learning more and are less prone to amotivation, as they have higher perceived autonomy and competence. Educational implications concerning learners’ personality differences will be discussed.
L2 Narrative development and brain connectivity

Hideyuki Taura (Ritsumeikan University) & Amanda Taura (Setsunan University)

This study aims to explore where and how neural connections are formed in the brain as one’s second language (L2) narrative skills are developing. Special focus is placed on the prefrontal cortex where executive functioning takes place - including (1) the Rostrolateral prefrontal cortex (RLPFC) for planning, reasoning, and integration of information, (2) the Dorsolateral prefrontal cortex (DLPFC) concerning the working memory, and (3) the Ventrolateral prefrontal cortex (VLPFC) traditionally recognized as the language production area. Oral narrative data were elicited from a 12-year-old monolingual Japanese girl by using “Frog, where are you?” (Mayer, 1969) once a year over six years. The data were recorded and then later transcribed for linguistic analyses, while brain activation was monitored on a Shimadzu OMM-3000 (functional Near-Infrared Spectroscopy, fNIRS) with 42 channels covering her prefrontal lobe. Oxygenated, deoxygenated, and total hemoglobin were measured every 160 milliseconds. The preliminary comparison of the fNIRS data from the first and sixth year showed (1) that more (or effective) brain activation was observed in the sixth year, and (2) right hemispheric activation was statistically higher than the left hemisphere counterpart in the RLPFC and DLPFC, whereas the tendency was reversed in the VLPFC. Considering the more proficient L2 level in the sixth year, based on the linguistic analyses, L2 narrative development seems to involve more activation not only in the left (VLPFC) but also in the right hemisphere (RLPFC and DLPFC). In the second stage of this research, the plan is to analyze the data from the second to the fifth year to see whether the participant's L2 narrative skills show a linear development each year, which is in turn reflected in the brain activation in line with the preliminary comparison.

References


What characterises speech fluency at different levels of proficiency?

Parvaneh Tavakoli (University of Reading), Ann-Marie Hunter (St Mary's University) & Fumiyo Nakatsuhara (University of Bedfordshire)

The substantial research interest in second language (L2) fluency is, at least partly, precipitated by the premise that learners’ L2 fluency may indicate their overall L2 proficiency. Many researchers in this field agree that a good way to examine fluency is to measure the three dimensions of speed, breakdown and repair (Khang, 2014; Kormos, 2006; Tavakoli & Skehan, 2005). To do this, researchers often use a range of
analytic measures which incorporate each of these dimensions. The measures typically include speech and articulation rate, pause frequency and location, and different repair and dysfluency markers. Although having a large number of analytic indices to measure fluency can be justified theoretically, the use of multiple fluency measures in practice is confusing, if not discouraging, to many researchers and professional practitioners. Research therefore needs to find an answer for the following questions: (1) Which analytic measures can best characterise fluency at each level of proficiency, and (2) is there a single measure which consistently distinguishes one proficiency level from the next? The current study is an attempt to help answer these questions.

Drawing on 128 task performances from 32 candidates taking the British Council’s Aptis speaking test in 2015-16, the study employs a mixed between-within participant design to explore fluency across proficiency levels and tasks. The data analysis involves analysing fluency in several measures of speed, breakdown and repair. The results suggest that while speed measures consistently distinguish fluency across different levels of proficiency, a ceiling effect is observed at the higher end. Many of the breakdown measures differentiate between lower (A2, B1) and higher levels (B2 and C1). The varied use of repair measures at different proficiency levels suggest that a more complex process is at play. These findings have significant implications for SLA researchers and professional practitioners, e.g. language testing organisations.

**Type of bilingualism and its role in the development of referential strategies**

Jacopo Torregrossa (University of Hamburg), Maria Andreou, Christiane Bongartz (University of Cologne) & Ianthi Maria Tsimli (University of Cambridge)

Bilinguals differ from monolinguals in the use of referring expressions (REs) (e.g., Gagarina et al. 2015; Sorace & Filiaci 2006; Montrul 2004/2008). However, the direction of this difference (over- vs. underspecification) is still controversial. We assess the acquisition of reference by bilingual children based on a large dataset and interpret the production of over- and under-specific forms in light of the children’s experience with their two languages.

We analyzed the production of REs in the context of a story-retelling task by 180 bilinguals (40 Greek-Albanian, 110 Greek-German and 30 English-Greek) between 8 and 12 years. The children (re)-told the story in Greek, were administered questionnaires targeting different modules (home language history, early literacy, current literacy and language use) and tested for vocabulary in each language.

The analysis is based on the correlation between the occurrence of over- and under-specific REs in each narrative and the individual bilingual indexes (BI). Over- and under-specific REs were identified based on the assessment of a referent’s accessibility (grammatical role of the antecedent, distance, etc.) and were, for example, full nouns corresponding to a high accessible referent or null pronouns to a low accessible one, respectively. BI was the weighted sum of the scores of each module in the questionnaire. The weights were derived by means of a regression analysis with difference in vocabulary as dependent variable and difference scores in each module as independent ones. Positive scores indicate dominance in Greek.

The regression analyses show that negative BI and overspecific REs correlate negatively (r²=.76;p<.001): the more dominant the child in the other language, the
greater her tendency to overspecify. On the contrary, negative BIs and UNDER correlate positively ($r^2=.77;p<.001$).

Overspecification seems to be an effect of unbalanced language experience: unbalanced children tend to avoid the use of pronouns and rely on ‘safer’ pragmatic strategies. Underspecification is associated with balance exposure: balanced children are able to use the morphosyntactic options available in Greek (null subjects, clitics). This does not mean, however, that the use of these forms is always felicitous.

The results will be discuss in terms of the validity of reference production as an assessment tool for language proficiency among bilinguals and a cue to the type of bilingual language experience.


Effects of task repetition and corrective feedback on fluency and accuracy in EFL learners’ oral production

Mai Ngoc Tran & Kazuya Saito (Birkbeck, University of London)

It has been suggested that the repetition of the task provides students with an ideal opportunity to improve their task performance (de Jong & Perfetti, 2011, Ahmadian, 2013; Kim, 2013, Fukuta, 2016, Lambert et al, 2016). Task repetition conditions vary in different studies. In the 4/3/2 activity which was specifically designed for oral fluency development, students repeat a talk about the same topic three times under increasing time pressure (four minutes, three minutes, and two minutes). Studies have been carried out to examine whether 4/3/2 activity could be used to foster output qualities beyond fluency (Boers 2014; Thai & Boers 2016). The results of these studies indicated no support for this suggestion. The remaining question is which modifications should be made to this activity to help students improve both fluency and accuracy.

The present study aims at examining the effects of task repetition (4/3/2 or 3/3/3 procedure) and corrective feedback on these two speech qualities of EFL students’ oral language performance. With the 3/3/3 procedure, students will repeat their speeches three times, all in a time span of three minutes. Forty-eight university-level students will be randomly divided into four groups. Each will be assigned to one treatment condition: (1) shrinking time condition with corrective feedback; (2) shrinking time condition without corrective feedback; (3) constant time condition with corrective feedback and (4) constant time condition without corrective feedback. The
two corrective feedback groups will receive feedback from the teacher after the first
delivery of their speeches.

The results of the study help to find out how task repetition and corrective feedback
interact to promote fluency and accuracy. It is hypothesized that not only students'
fluency but also their accuracy will be improved when corrective feedback is
incorporated in the task repetition sequence because it offers students opportunities
for language adjustment.


Thai, C. and Boers, F. (2016). Repeating a monologue under increasing time pressure:
Effects on fluency, complexity, and accuracy. TESOL Q, 50: 369–393.

**Acquiring definiteness in L2 English: a feature-reassembly approach**

Elina Tuniyan (University of Southampton) & Roumyana Slabakova (University of
Southampton, University of Iowa)

Previous research has shown that L2 learners from article-less L1s have difficulties in
mapping definiteness onto the definite article 'the' in English (Ionin et al. 2004; Ko et
al. 2010; Ionin et al. 2012; Cho 2016). Yet the exact mapping task still remains
unclear. Following Birner and Ward (1994) and Schwarz (2009), we argue that
definiteness is comprised of two notions: familiarity and uniqueness. We suggest that
the learning task in acquiring the definite article in English lies in mapping both
familiarity and uniqueness onto 'the'.

Based on the Feature Reassembly Hypothesis (Lardiere 2009) and the cline of
difficulty in feature acquisition (Slabakova 2009), we predict that L2 learners will
map familiarity from overt forms of L1 demonstratives onto 'the', while failing to
always map uniqueness from covert forms of bare nouns onto 'the'. We further predict
that since demonstratives and 'the' express [+familiar] in anaphoric contexts, L2
learners will incorrectly map [+anaphoric] onto 'the'. Mapping [+anaphoric] onto 'the' 
while failing to map [+unique] results in the following behaviour: a) more accurate
use of 'the' in [+anaphoric], (1), than in [–anaphoric] but [+unique], (2), definite
contexts; b) higher incorrect use of 'the' in [+anaphoric] but [–unique] indefinite
contexts, (3), compared to [–anaphoric] indefinite contexts, (4). We test these
predictions with L1 Chinese and Russian L2 English learners of intermediate and
advanced proficiency. The participants completed a written production task: they
were asked to continue a story by making sentences with the words in parentheses.

The findings show that the L2 learners across all proficiency levels omitted articles
less often in [+anaphoric], (1), than in [–anaphoric], (2), definite contexts. In addition,
the advanced learners as well as the Chinese intermediate group were more accurate
in using 'the' in [+anaphoric], (1), than in [–anaphoric], (2), definite contexts. These
learners also incorrectly used 'the' more often in [+anaphoric], (3), than in [–
anaphoric], (4), indefinite contexts. Overall, our results suggest that L2 English
learners from article-less L1s are adversely affected by anaphoricity in their use of
'the'.

(1) Penny had a birthday last week, and her best friend gave her a necklace. (she be very happy) (she wear ___necklace straight away)

(2) Rob travelled to an island last month, and it was very hot there. (he have good time) (he enjoy ___sun every day)

(3) Rosie decided to get a puppy. So she went to a pet shop last week, and she saw four puppies there. (she like them all) (finally she choose ___puppy)

(4) Megan has a dog, and she walked her dog in the park for two hours yesterday. (when she walk back home) (she buy ___magazine on way)

The acquisition of voluntary motion event expressions by Uyghur-Chinese early sequential bilinguals: developmental and cross-linguistic issues

Alimujiang Tusun (University of Cambridge)

This paper reports an on-going study on the early sequential bilingual (ESB) acquisition of motion event expressions. One of the central questions in child language acquisition, both monolingual and bilingual, has been to determine the relative role of universal cognitive determinants versus language-specific properties. A major concern of research on early childhood bilingualism, on the other hand, has been 1) whether and to what extent the bilingual child develops their two languages similar to their monolingual counterparts and the nature of cross-linguistic influence in the bilingual mind. The present study examines these general questions in the context of ESB acquisition of motion event expressions by Uyghur-Chinese bilinguals, and tries to extend existing research, which is centred on morphosyntactic issues in Indo-European language pairs, to the domain of spatial language as instantiated and acquired in a hitherto unexplored language combinations. Furthermore, it takes a developmental perspective on ESB acquisition of motion event expressions which is currently lacking.

Ninety-six Uyghur-Chinese bilinguals (four age groups: 4-, 6-, 8- and 10-yrs; 24 participants per group) performed in their two languages a cartoon description task where different protagonists carried out voluntary motion along three path types, i.e. UP, DOWN and ACROSS. The bilinguals were met individually and each session was audio-recorded. The data will be analysed in terms of the linguistic devices used for encoding a particular semantic component (information locus), how frequently a particular semantic component is encoded (information focus) and how many of the semantic components are encoded in each utterance (semantic density). This will enable us to determine the relative weight of universal cognitive vs. language-specific factors in the ESB acquisition of motion events. The findings will then be discussed with reference to three models of cross-linguistic influence (i.e. Bilingual Bootstrapping, Ambiguity and Overlap, Convergence).

Relationships of Vocabulary Size with Self-Perceptions and Academic Outcomes in English-Medium Instruction: A Case of EFL Undergraduate Students in Japan

Takumi Uchihara (Western University) & Tetsuo Harada (Waseda University)
Although vocabulary knowledge is perceived as crucial in succeeding in the English-medium instruction (EMI) classroom (Hellekjær, 2010), it remains unanswered how vocabulary sizes affect EMI learners in a non-English speaking country.

This study investigated the relationship between written and aural receptive vocabulary size and students’ self-perceptions of performance as well as their actual academic performance in an EMI course at a university in Japan. Thirty-five Japanese EFL learners completed a 29-item questionnaire about their performance in terms of listening, speaking, reading, and writing. They took three types of vocabulary tests: (i) Vocabulary Levels Test (VLT; Schmitt, Schmitt, & Clapham, 2001) to measure written vocabulary size, and for aural vocabulary size measures, (ii) Listening Vocabulary Levels Test (LVLT; McLean, Kramer, & Beglar, 2015) and (iii) Aural Lex (Milton & Hopkins, 2006). To measure academic outcomes, course grades, weekly-quiz scores, and in-class participation were collected from students who attended the EMI course taught by the same instructor (n = 16). Afterward, they participated in a semi-structured retrospective interview individually (n = 10).

Results showed significant correlation between vocabulary size measured by VLT and LVLT and self-perceptions of performance. Notably, learners with larger aural vocabulary size of the fourth and fifth frequency levels were confident in spoken language use. Interestingly, learners’ written vocabulary size and their self-perceptions revealed negative correlations. No significant correlation was found between their vocabulary size and the in-class performance (i.e., course grades, quiz scores and participation), although revealing the importance of (written) academic and basic aural vocabularies in the course grades. The interview data overall supported our findings, suggesting the complex interplay of various factors, though not necessarily a large vocabulary size, affecting EMI students’ performance (e.g., resources available for preparation, support from teaching assistants, familiarity with an instructor’s accent and style of presentation) (e.g., Evans & Morrison, 2011).

References


Sentence parsing and language dominance: ambiguity in French-English relative clauses

Elena Valenzuela, Jerome Simon & Raquel Llama (University of Ottawa)

It has been argued that monolinguals and bilinguals differ in how they resolve ambiguities in relative clause attachment. Sentences (1) and (2) contain a complex NP of the type “NP of NP” followed by a relative clause (RC). Cuetos and Mitchell (1988) first noted that sentences as in (1) and (2) are parsed differently depending on the language:

(1) She kissed the brother(NP1) of the poet(NP2) that was on the balcony.

(2) Elle a embrassé le frère(NP1) du poète(NP2) qui était sur la balcon.

In English (1), the poet is on the balcony whereas in the same sentence in French (2), it is the brother who is on the balcony. Languages can be grouped according to the parsing strategy for monolinguals: high attachment (Spanish, French, Greek, Italian, Japanese, etc.) and low attachment (English, Arabic, Brazilian Portuguese, Romanian, etc.).

Dussias and Sagarra (2007) found that language dominance was the Spanish-dominant bilinguals with limited exposure to English preferred high attachment in both languages, while bilinguals with extensive exposure to English preferred low attachment in both English and Spanish. Valenzuela et al. (2015) examined the parsing strategies of bilinguals in code-switched sentences and also found that language dominance and exposure played the greatest role for parsing. However, in these previous studies, participants were all living in an English environment at the time of testing which may have influenced so-called language dominance. In our study we test French/English bilinguals living their dominant language environment.

This research examines parsing strategies in monolingual and code-switched sentences to address the following research questions: i. Does language dominance play a role in parsing strategies? ii. Does direction of the language code-switch affect processing? iii. Does the direction of the language code-switch affect processing differently based on individual’s language dominance?

Two groups of bilinguals: French/English living in English dominant environment (n=15) and French/English living in French dominant environment (n=14) were tested on their parsing strategies of French, English, and French/English code-switched ambiguous relative clauses. Participants were given two experimental tasks: Sentence Judgment Task and Sentence Completion Task. Results show that across the board low attachment was preferred regardless of the language environment and language dominance of the participant. This may suggest that, as in Dussias and Sagarra (2007), language exposure plays an important role. However, this may also be due to the prolonged language contact situation in Canada resulting in an emerging dialect. Results will be discussed in terms of language dominance, frequency of language usage, and language contact.
The effectiveness of graded readers in a reading while listening program for young learners of English

Anna Vallbona (Universitat de Vic), Eva Cerviño & Elsa Tragant (Universitat de Barcelona)

Reading-while-listening (RWL) can be used as a form of extensive reading that requires learners to read at the same time as they listen to the oral rendition of the text. Although this technique was initially used in L1, several studies report the benefits of RWL for L2 development regarding vocabulary learning (i.e. Brown, Waring and Donkaewbua, 2008; Webb and Chang, 2012) and reading fluency and comprehension (i.e. Chang and Millet, 2015). However, this research has been exclusively conducted with university students and adolescents, and very little is known about how RWL might influence young learners’ L2 language development.

With the aim of filling this gap, ninety-six Catalan/Spanish bilingual learners of 5th grade were distributed into three conditions: reading-while-listening (n=48), reading only (RO) (n= 24) and control group (n= 24). Learners in the RWL and RO groups spent two periods a week engaged in reading/listening to graded readers for one semester. Pre-post test comparisons show significant gains in vocabulary learning in both the RWL and RO conditions and a strong preference for the RWL modality on the part of the students. However, there were no significant gains in comprehension and reading fluency, which can be attributed to the little amount of input included in the graded readers when compared to the input included in graded readers for older learners in comparable studies (Chang and Millet, 2015). The mixed results obtained in this and similar studies (Lightbown, Halter, White and Horst, 2002; xxx, Muñoz and Spada, 2016) take the authors to question the appropriateness of graded readers for young learners if language development that goes beyond the learning of vocabulary is aimed at in extensive reading programs.

References


Impact of form- or meaning-focused instruction on L2 vocabulary acquisition: A behavioural and neurological study

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While extensive research has investigated the effectiveness of instructional treatments (Focus-on-Meaning, Focus-on-Form, Focus-on-Forms; henceforth FoM, FoF, FoFS) on second language (L2) grammar acquisition, few studies have contrasted these treatments for L2 vocabulary learning (e.g., Laufer & Girsai, 2008; Shintani, 2013). In addition, most of these studies have almost exclusively used explicit tests, e.g., meaning recall, to assess the impact of instruction on form- and meaning-related aspects of word knowledge (Sonbul & Schmitt, 2013). Yet, these tests may not be sensitive enough to detect partial learning gains or speed of lexical access.

In order to address these gaps, this doctoral project will use a combination of explicit, tacit, and neurological measures to investigate the impact of FoM, FoF and FoFS on participants’ learning of 20 unknown French (=L2) verbs (i.e., the targets). Two experimental studies will be conducted. For both studies, we will use three self-designed web-based learning environments, each corresponding to one instructional treatment. For FoM and FoF, targets are embedded in an on-line news site providing receptive and productive activities. Activities are exclusively meaning-oriented for FoM and both meaning- and form-oriented for FoF. For FoFS, learners receive bilingual word lists and word-focused exercises.

Surprise vocabulary tests will be administered to assess the impact of the treatments. Study 1 (N=260, 16y, B1-level, L1=Dutch) will use behavioural measures, combining explicit (e.g., meaning recall) and tacit indices (e.g., lexical decision task with reaction time measurement). Study 2 (N=80) will add neurological data in order to provide a fuller comprehension of the word learning process. More particularly, the N400 ERP-component (Event-related potential reflecting semantic processing) will be recorded while participants perform behavioural tasks (e.g., semantic relatedness task).

During this doctoral workshop, we would like to discuss the preliminary results of study 1 and receive feedback on design- and procedure-related aspects of study 2.


Event memory changes under the influence of the L2 aspect system

Norbert Vanek (University of York)
This study investigates linguistic relativity effects [1] in advanced Chinese learners of English. Specifically, it tests whether event recall is modulated by the L2 grammatical aspect system. The key structural difference between the target and the source language is that achievements are compatible with grammatical ongoingness marking in English (the door is closing) but not in Chinese (*men zai guan).

60 learners were asked to remember short videos with achievement-type events (throw away a frisbee) and activities (push a piano). The task was to decide which of the two videos (startpoint-biased vs. endpoint-biased) best matched the model clip (equidistant from event midpoints) shown earlier. There were three versions of the memory task and 20 learners participated in each. In the first, recall was preceded by explicit verbalisation, in the second it followed video inspection performed in silence without distraction (enabling subvocal verbalisation), and the third version used a dual-task paradigm (repeat non-words) to suppress the possible influence of linguistic labels in subsequent recall [2].

Results from the memory task combined with prior verbalisation revealed that linguistic labels influence later recall across L1 groups in language-specific ways [3], and also that learners’ recruitment of L2 labels to assist remembering changes as a function of L2 proficiency. The other two sets of memory data show that linguistically-modulated preferences are also detectable in event recall without previous explicit verbalisation, but the influence of linguistic labels on memory disappears when the mind is occupied with a concurrent task [2].

Crucially, mixed-effects logistic regression modelling showed that ongoingness expressed grammatically in achievements significantly predicts learners’ target-like choices in event recall. Using a combined methodology with a regulated involvement of linguistic labels, the observed modulation of learners’ performance by the L2 aspect system provides a novel empirical contribution to our understanding of L2-driven cognitive restructuring [4].


Bilingualism in early Foreign Language Acquisition: Bilingual Advantages and Individual Differences

Markus Vogelbacher, Teresa Kieseier, Dieter Thoma (University of Mannheim) & Holger Hopp (University of Braunschweig)

There is debate whether bilingualism confers advantages in learning additional foreign languages (FL, e.g. Cenoz, 2013). In this paper, we investigate the bilingual
advantage in FL learning of English in a primary school context. The study tests (a) whether bilingualism in and of itself constitutes a predictor of early FL acquisition and (b) how specific cognitive, social or institutional factors modulate early FL acquisition. 200 pupils (88 bilingual or heritage speakers, 112 monolingual German) in German public primary schools were tested at the end of grades 3 and 4 (aged 9-10) on receptive and productive vocabulary in the L1, German and English as well as on grammatical knowledge in English in sentence repetition and standardized tests (BPVS 3, TROG-2). In addition, cognitive and social variables were collected.

Group comparisons show significant bilingual disadvantages in English skills. Subsequent hierarchical regression analyses for English vocabulary and grammar reveal that individual cognitive (IQ, digit span, phonological awareness) and social (SES, parental education, school) factors account for variance across groups, while bilingualism does not contribute significantly to English skills. Finally, the institutional factor “school” emerges as the strongest predictor of English skills.

To determine how specific aspects of bilingualism affect FL English, we tested effects of language dominance in L1 and grammatical structure of the L1. In regression analyses, neither language dominance nor L1 grammar remain significant predictors of English vocabulary or grammar, respectively, once individual cognitive and social predictors are factored in.

In sum, our study shows that general or specific aspects of bilingualism do not confer advantages in early FL acquisition; rather, individual differences in linguistic experience, cognitive and social factors as well as institutional effects predict English performance across multilinguals and monolinguals. We discuss the findings in the context of the ‘bilingual advantage’ in FL acquisition.


The development of suppletive and affixal verb morphology in EFL by Catalan L1 young learners: A longitudinal study

Alexandra Vraciu (Universitat de Lleida)

The present study explores the impact of meaning-focused instruction (i.e. CLIL) on the development of suppletive and affixal verb morphology by young learners of EFL during two academic years. Research on verb morphology in child English L2 has established that suppletive morphology (i.e. auxiliary and copula be) is mastered prior to affixal inflections (i.e. tense and agreement endings -s and -ed) in an ESL context (Ionin and Wexler, 2002; Paradis et al., 2008). In EFL contexts, the evidence for the suppletive-before-affixal order has come from cross-sectional studies with older children receiving both EFL instruction and CLIL (Villarreal Olaizola and García Mayo, 2009; García Mayo and Villarreal Olaizola, 2010). There is indirect support that this order is maintained and that learners receiving additional exposure through CLIL are better at using affixal inflections than learners receiving EFL-only instruction. Yet, when the amount of exposure is equal, the gains of CLIL+EFL vs. EFL-only in the domain of affixal morphology are more mitigated (Martínez Adrián and Gutiérrez Mangado, 2015).
We present a longitudinal analysis of the patterns of omission and use of suppletive and affixal morphology in an oral narrative task by 14 children receiving EFL and CLIL and 10 children receiving EFL-only in a primary school in Catalonia, matched for amount of instruction. The data confirm the suppletive-before-affixal order and point at the progressive inflection-ing as a stronger shaping factor in the domain of affixal morphology than tense and agreement markers. While EFL-only learners start experimenting with the progressive form earlier than their CLIL+EFL counterparts, the latter catch up at the end of the 2 years, which points at a possible accelerating effect of meaning-focused instruction on the learning of affixal morphology in early EFL.

References


To what extent are L2 multiword combinations incidentally learned in different modes of input?

Stuart Webb (University of Western Ontario) & Anna Chang (Hsing-Wu University)

There has been little research investigating how mode of input affects vocabulary learning, and no study examining how it affects learning multiword items. This is surprising because researchers agree that meaning-focused input plays a large role in L2 lexical development (e.g., Nation, 2013; Schmitt, 2000; Webb & Chang, 2012), and that a large proportion of English is made up formulaic language (Erman & Warren, 2000).

Brown, Waring, and Donkaewbua (2008) is the only study designed to investigate learning in different modes. They found that individual words were learned most effectively through reading while listening and reading, and least effectively through listening. However, Lin (2012) suggests that aural modes of learning may be particularly effective for learning formulaic language. She argues that the prosodic form of word strings may be particularly important for acquiring formulaic language.
The aim of this study was to investigate incidental learning of L2 multiword combinations in three different modes: reading, listening, and reading while listening. 138 second-year college students learning EFL in Taiwan were randomly assigned to three experimental groups (reading, listening, reading while listening) and a no treatment control group. The experimental groups encountered 17 target multiword combinations in the same graded reader. The control group did not read the book but completed the same dependent measures as the experimental groups. Learning was measured using two tests that involved matching the component words and recalling their meanings. The results indicated that all three modes of learning contributed to incidental learning of L2 multiword combinations. The reading while listening condition was most effective while the reading and listening conditions contributed to similarly sized gains. The findings suggest that listening may play a more important role in learning multiword combinations than single-word items.

The Relation between Lexical Variation and Syntactic Complexity in Swedish as a Second Language

Martje Wijers (Ghent University)

This paper critically examines the subordination ratio, a common measure for syntactic complexity in second language acquisition, as a measure of syntactic complexity and indicator of L2 development. Following Lambert & Kormos (2014) it is argued that the ratio fails to take into account: (i) different subordinate clause types; (ii) item-based frequencies; and (iii) text genre.

Longitudinal written data was collected among 21 Dutch-speaking foreign language learners of Swedish, as well as cross-sectional written data among a control group consisting of native speakers of Swedish in the same age group as the L2 learners. Based on these data the study shows that the subordination ratio, i.e. the frequency of subordinate clause, was indeed found to be insufficient as an indicator of syntactic complexity and L2 development. Hardly any significant differences were observed in the subordination ratios of the learners and the native speakers.

In contrast, the study shows that other aspects are more relevant in determining the learners’ level of syntactic complexity as well as their L2 development, such as: the internal structure and context of dependent clauses, dependent clause types and especially the type-token ratio of subordinators used. Also text type turned out to influence the subordination ratio remarkably.

The aim of the current study is to acknowledge the variation in the learners’ use of dependent clause, besides the general subordination ratio, in order to arrive at a more nuanced view of syntactic complexity in second language acquisition. Furthermore, it will be argued that syntactic complexity cannot be separated completely from lexical complexity. Specifically, the use of various subordinators and complement-taking predicates is inextricably bound up with the acquisition of subordinate clauses.

References

L2-to-L1 reversal associative learning: A case of L2 Japanese kanji learning by L1 Koreans
Kexin Xiong, Katsuo Tamaoka & Jeeseon Kim (Nagoya University)

Modern Korean is almost always written using Hangul, a syllabic script. When Korean speakers learn Japanese and encounter Japanese kanji characters, they may realize that many Korean words can be written in hanja (kanji in Japanese). This could create ‘L2-to-L1 reversal associative learning’. Two experiments were conducted to investigate whether L2-to-L1 reversal learning actually occurred among L1 Koreans learning L2 Japanese. Experiment 1 (N=24 Koreans) involved a lexical decision task with visually-presented two-kanji compound Japanese words (N=360 stimuli; 120 cognates, 60 control and 180 non-words). Linear mixed effect modelling revealed that L2-Japanese frequency affected on reaction times (RT) and accuracy for cognates and control, but the L2-Japanese frequency effect of cognates was less notable than control. However, L1-Korean frequency and phonological similarity showed no influence. Since neither L1-and-L2 phonological similarity nor L1-Korean frequency showed significant effects, L2 Japanese words in kanji seems not to activate L1 Korean cognates. To clarify cognate effects, Experiment 2 (N=28 Koreans) used the same stimuli presented in hanja for an L1 Korean lexical decision task. The results showed that cognates (RT, M=1,023 ms; Accuracy, M=91.96%) showed significant effects of L1-Korean frequency for both RT and accuracy while phonological similarity only influenced accuracy. In contrast, control (M=1,571 ms; M=51.37%) with slow processing and poor accuracy, only showed subtle L1-Korean frequency effect in accuracy. Putting these results together, it seems that L1 Koreans first learn L2 Japanese kanji. Since many cognates exist in both languages, Korean speakers realize their L1 cognates can be written in hanja. As a result, Korean speakers associate the cognates in Hangul with L2 Japanese kanji, and rebuild their L1 Korean cognates in hanja. This reveals that L2 Japanese kanji knowledge benefits to construct L1 Korean words in hanja. Consequently, the present study demonstrated L2-to-L1 reversal associative learning for Korean hanja.

A Learner Corpus Study on the Use of English Grammar and Vocabulary by Japanese University Students
Yumiko Yamaguchi & Hiroko Usami (Tokai University)

While the application of corpus linguistics to second language acquisition (SLA) has attracted increasing attention, few studies have investigated the hypotheses proposed in SLA theories based on large-scale learner corpora. Processability Theory (PT; Pienemann, 1998), a theory of SLA which assumes the existence of a universal hierarchy in second language (L2) development based on Levelt’s (1989) Speech Model, has been tested in much recent research (e.g., Bettoni & Di Biase, 2015; Keßler, Lenzing, & Liebner, 2016). However, most PT studies have been done with a limited number of subjects. Also, little is known about how the developmental stages hypothesized in PT relate to the levels of the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001) which has been widely spread as a reference tool for foreign language proficiency in recent times.

This paper presents the results of part of a study using a learner corpus of English speaking and writing by Japanese university students. The study aims to investigate
the students’ use of English grammar and vocabulary based on PT and the CEFR. The participants were 281 Japanese university students. Data from 10 native speakers of English around the same age were collected as baseline. Each of them performed two tasks, namely spoken and written narratives, using a picture book titled Frog, where are you? (Mayer, 1969) containing 24 wordless pictures. The learner corpus including both 281 audio-recorded and transcribed spoken narratives and 281 written narratives was compiled. The results of the analyses have demonstrated that the students at the same PT stages do not necessarily show the same CEFR levels in their narratives. This suggests a need for continued research on the validities of the PT stages and the CEFR levels for L2 English with larger learner corpora.

References:


Complaining in an L2: Pragmatic Strategies Used by Chinese Postgraduate Students

He Yang (University of Aberdeen)

Complaining has been a rather under-researched speech act in interlanguage pragmatics (ILP) (Lee, 2012; Chen, Chen & Chang, 2011). Due to its complexity, lack of pre-determined forms and face-damaging feature, complaining is not easy to make for native speakers (NSs). Thus, it must be more challenging for second language (L2) learners. There was little knowledge to date concerning the strategy preferences or realization patterns of complaining produced by Chinese leaners of English.

The purpose of this study is to investigate the pragmatic strategies used by Chinese postgraduate students when complaining in English in equal and unequal status situations. To create ‘a rich portrait of interlanguage’, the data would better be from a variety of contexts (Bardovi-Harlig, 2014); therefore, we examined both written and oral data. Interlanguage data were collected from thirty participants via Discourse Completion Tests (DCT) consisting of six scenarios, role plays and Focus Group (FG). First and second language baseline data were collected through DCT and role plays from two groups: twenty NSs of Chinese and twenty NSs of British English, respectively.

The quantitative results indicated that the L2 learners complained differently from the British NSs in terms of the frequency of the use of overall and combined complaint
strategies. The number of L2 learners adopting opting out strategy was much larger than those of both first and second language groups. Furthermore, there was considerable divergence in the selections of the strategy types, semantic formulae and their mitigating devices among groups. The qualitative findings showed that the learners’ limited L2 metapragmatic knowledge, the weak motivation of using pragmatic strategies, and the influence of L1 pragmatics would contribute to the differences aforementioned. The study provided some evidence for L2 pragmatic development among learners with different proficiency levels.

Reference


Acquisition of Chinese tones by native Japanese speakers with high and low lexical knowledge

Jingyi Zhang, Katsuo Tamaoka & Yuko Katsukawa (Nagoya University)

Chinese tones are difficult for L2 learners with no tonal background. Particularly, previous studies (e.g., Ding, 2013, 2014; Nishi, 2004) have reported that the third tone is the most difficult. However, these studies did not control for levels of L2 Chinese lexical knowledge or character position. This study presented a L2 Chinese lexical knowledge test to 42 native Japanese-speakers learning Chinese at a Japanese university (on average, 20 months of learning). The test contained 48 questions: 12 about nouns, 12 about verbs, 12 about adjectives and 12 about adverbs (N=42, Cronbach’s reliability α=.80). Based on their scores, L2 learners were divided into groups with low (n=21, M=28.57) and high (n=21, M=38.14) lexical knowledge.

They also participated in a task which required pronouncing visually-presented Chinese two-character words. The stimuli comprised of 16 tonal combinations, constructed by 4x4 tones in first- and second-positioned characters. A regression tree analysis was conducted which predicted pronunciation accuracy according to three variables; (1) high/low lexical knowledge groups, (2) 1-4 tonal types, and (3) first/second-position in two character words. The strongest predictor for tonal accuracies [F(1, 2686)=83.12, p<.001] was lexical knowledge; the high group performed significantly better in tonal pronunciations than the low group. Following this, the second-positioned tonal types were the next strongest predictor [F(1, 1342)=13.86, p<.001 for the high group; F(2, 1341)=14.79, p<.001 for the low group]. Among the second-positioned tones, the first tone was higher in accuracy than other three tones for the high lexical knowledge group. For the low lexical knowledge group, the first tone was also the highest, following by third and second tones, and the lowest was the fourth tone. Unlike the previous studies, while lexical knowledge is a crucial factor, the most difficult tone was the fourth tone in the second-position character regardless of lexical knowledge.
Comparing different types of intentional EFL vocabulary acquisition for Chinese high-school learners of English

Pengchong Zhang (University of Reading)

This study explores the impact of different kinds of vocabulary instruction (lexical Focus-on-Form) within English as a Foreign Language teacher-learner interactions using oral texts. It is unclear from the literature whether such lexical Focus-on-Form is best delivered entirely in the target language, or by contrast, through teacher codeswitching, whereby part of the explanation of the words encountered in the spoken texts is given in the learners’ mother tongue (Tian & Macaro, 2012). A third approach to consider is contrastive Focus-on-Form, in which cross-linguistic information about the target vocabulary is provided by the teacher through a communicative task, so that learners gain understanding of “the similarities and differences between their L1 and L2 in terms of individual words and the overall lexical system” (Laufer & Girsai, 2008, p. 696).

Participation involved 137 learners from four selected classes in senior high school Grade 1. These four classes were randomly assigned to three treatment groups: target language (L2) group, teacher codeswitching (CS) group and contrastive focus-on-form (CFoF) group, as well as one Control group. 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.

Results show that for both short-term and long-term vocabulary acquisition, the three treatment groups significantly outperformed the Control group. Within the three treatment groups, the CFoF group was significantly superior to the L2 and CS group on both short-term and long-term vocabulary learning. In addition, regarding short-term vocabulary acquisition, the CS group significantly outperformed the L2 group. However, there were no significantly statistical differences between these two groups.

References:


for long-term vocabulary learning. This presentation will present quantitative findings and discuss their pedagogical implications.

References


The effect of L2 exposure on processing and interpreting reflexive binding and aspect marking in Mandarin-English bilinguals

Shi Zhang (University of Reading)

Previous studies suggest that extended exposure to a second language (L2) can induce changes in first language (L1) processing and grammatical knowledge among late sequential bilinguals, especially when the concerned grammatical structures require integration of syntax with extra-linguistic information (e.g. pragmatics, see Sorace, 2011). However, these predictions need to be further examined by studying a wider range of grammatical structures and bilingual populations.

The present study investigates whether adult Mandarin-English bilinguals would show non-monolingual-like processing and grammatical knowledge for reflexive binding and durative/perfective aspect marking in L1 Mandarin. Literature suggests that the early processing of reflexive binding only involves syntax (Dillon, Chow, & Xiang, 2016), whereas the processing of aspect marking requires speakers to integrate syntax with semantics, and occasionally, discourse information (Xiao & McEnery, 2004; Zhou, Crain, & Zhan, 2014). As various linguistic models recognize syntax and semantics, but not pragmatics, as part of the linguistic system (Sharwood Smith & Truscott, 2014), our bilinguals should behave like monolinguals in the early processing of reflexive binding and in processing aspect marking, provided that discourse information is not involved.

This study compared Mandarin-English bilinguals (n=7, in progress towards 23) who have lived in the UK for an average of 12 years with Mandarin monolinguals (n=23). These participants were matched in Mandarin literacy, self-rated Mandarin proficiency and working memory capacity. The participants’ processing of reflexive binding and durative/perfective aspect marking were assessed using a visual world paradigm and a sentence-picture matching task respectively, and their off-line grammatical knowledge were tested using an interpretation task and an acceptability judgment task.

The two groups behaved similarly in all the tasks, except that the bilinguals were significantly more inclined to accept the co-occurrence of Accomplishment verbs and the durative aspect marker in the acceptability judgment task. This finding suggests that the bilinguals did not realize the conflicting discourse functions of Accomplishment verbs and the durative aspect marker. The processing task did not
observe any between-group difference because it only concerned Activity verbs. Overall, the results provide support for Sorace (2011)’s predictions.

References


Knowledge and processing of Japanese passives by heritage speakers and L2 learners: effect of manner of input and early age of acquisition

Yoriko Aizu (University of Ottawa)

This study investigated the similarities and differences in knowledge and processing of Japanese passive constructions by heritage speakers (HS) and adult second language (L2) learners of Japanese. Comparing linguistic behaviours between HSs and L2 learners allows us to examine how age of exposure to a language and natural context of input affects acquisition of grammatical knowledge as well as its processing.

I tested the two different types of passives that are available in Japanese: the type that involves the syntax-semantics-discourse interface (indirect passive and ni-direct passive), and the one that does not involve that interface (niyotte passive) but its syntactic derivation is more complex than the other. It has been found that advanced HSs and L2 learners have difficulties with structures involving different structural levels, especially structures at the interface with discourse (Laleko & Polinsky, 2013; Montrul & Polinsky, 2011, among many others), as the interfaces involving an external cognitive domain (e.g., syntax-discourse) require more processing resources than linguistic internal interfaces (e.g., syntax-semantics) (Sorace, 2011).

In order to investigate these factors such as pragmatic related interface and complicity of syntactic operation that are hypothesised as a cause of difficulty of acquisition and processing, I used two experimental tasks, an acceptability judgment task (AJT) and a self-paced listening task (SPL). The former investigated HSs’ and L2 learners’ knowledge of each type of Japanese passive. The latter tested whether there are any differences in the processing of the two types of passives.

The results of the AJT showed that each experimental group displayed a stronger knowledge of different aspects of Japanese passives. With respect to the SPL, the speakers’ performance was native-like in the case of the HSs but non-native-like with the L2 learners, indicating that early age of exposure has an effect on language processing. Taken together, the results from both tasks showcased the importance of both implicit and explicit manner of input, especially in the case of low frequency structures, as well as the early age of acquisition of a language.

References


The effects of pre-teaching academic and technical vocabulary visually on learners’ retention

Khaled Alamri (Swansea University)

Many experiments have combined implicit and explicit lexical instruction and have shown it to be more effective than applying implicit strategies (Hennebry et al., 2013; Hill & Laufer, 2003; Knight, 1994; Luppescu & Day, 1993; Paribakht & Wesche, 1999; Sonbul & Schmitt, 2010). However, such experiments have mainly focused on comparing direct and indirect teaching strategies. Little research has been conducted to compare the effectiveness of different types of explicit instruction.

This study addresses this problem by not only comparing implicit and explicit measures but by comparing different explicit teaching methods. The researcher has investigated four explicit conditions for teaching non-concrete academic and technical lexis in an ESP course. This is a 2*2 design: items are either taught before or after the relevant class activity and are either presented visually or in a written form. The participants of this study are 88 adult male students doing their preparatory year at a university in Saudi Arabia. The study is quasi-experimental as it includes two intact classes as control groups and four intact classes as experimental groups. The control groups were taught the target vocabulary implicitly through their normal class whereas the experimental ones were taught the target vocabulary explicitly through different explicit conditions over a total of 9 weeks. Overall class time was the same for all groups.

The results show that combining direct and indirect lexical teaching is more effective than providing the students with indirect teaching alone (p < 0.001) but specifically show an effect in favour of pre-teaching target words in a visual form (p = 0.019). The results can indicate that combining pre-teaching with visual aids can be an effective strategy that enhances the students’ attention and perception to the target words when met again in the target lesson.

References


Subordination is a standard measure of syntactic complexity[1]. Subordinate clauses can be adverbial or complement clauses. Complement clauses express obligatory aspects of verbal meaning and structure, while adverbial clauses are phrasal adjuncts, extending the core structure of a verb/event, through temporal information, reasoning or causation. Adverbial clauses then, could be argued to reflect an interface between syntactic and cognitive complexity while complement clauses reflect lexical and syntactic complexity. In child L1 acquisition adverbial clauses appear after complement clauses. The question is if this is also true in L2 or whether transferability of adverbial clauses is easier than complement clauses as the latter are more dependent on language-specific restrictions.

We exploited 83,600 writings by learners with diverse L1 backgrounds (Brazilian-Portuguese, Chinese, German, French, Japanese, Korean, Russian, Spanish, and Turkish) in EF-Cambridge Open Language Database (EFCAMDAT) [2], and analyzed how the frequency of finite complement and adverbial clauses develops across learners’ proficiency. EFCAMDAT is an open access corpus of writings from the online school of EF Education First.

Our initial findings show that: (i) learners produce more adverbial clauses than complement clauses at beginner levels; at lower intermediate levels (CEFR-B1) complement clauses surpass adverbial clauses; (ii) complement clauses increase more rapidly across proficiency than adverbial clauses; (iii) this pattern is weaker for Japanese, Korean and Turkish learners and absent from German.

Finding (i) indicates that learners can, from early on, transfer from their L1 higher clausal structure (e.g. left periphery of CP) expressing complex events, but need to rely more on their L2 knowledge/proficiency for complement clauses. Complement clauses increase faster, reflecting L2 knowledge/proficiency in a more direct way than adverbial clauses. This result is consistent with bilingual data from older children (around 10ys) which also show an advantage of adverbial clauses compared to monolingual children and a disadvantage in complement clauses.[3]


Comparing aware and unaware online grammatical processing: A validation study

Sible Andringa & Maja Curcic (University of Amsterdam)

In recent years, psycholinguists have increasingly turned to online processing measures—most notably measures of self-paced reading and listening, event-related brain potentials (ERPs), eye-tracking, and functional magnetic resonance imaging (fMRI)—to investigate the nature of language processing in native speakers and in L2 learners. It has been suggested that such studies provide evidence that L2 learners have learned particular L2 structures up to a point that little or no conscious effort is required to process them (Godfroid & Winke 2015; Morgan-Short, Faretta-Stutenberg, & Bartlett-Hsu, 2015). Therefore, these measures can be interesting for implicit learning research; they assess language processing ability at millisecond precision under conditions that do not readily allow for conscious reflection. The visual world eye-tracking technique is an interesting case in point. Both child and adult native speakers have been shown to predict upcoming information on the basis of grammatical cues (e.g., Lew-Williams & Fernald, 2010; Dussias, et al 2013). Such prediction occurs within a few hundred milliseconds, which suggests automatic and potentially implicit processing. An advantage of the technique is that it does not require ungrammatical items to assess learners’ knowledge, which have been claimed to trigger awareness and to affect the learning processes. As such, the visual world eye-tracking technique could lend itself well to the study of implicit learning, if at least it can be shown that the predictions made by learners are based on implicit, unaware processes. This study was designed to investigate to what extent prediction in language processing is implicit. A within-participant design was used to learn how awareness affects eye-movement behavior in a visual world paradigm. Twenty native and twenty advanced non-native speakers of Spanish were tested on their ability to process differential object marking (DOM), a rule of Spanish according to which direct objects are marked for animacy. In the first stage of the experiment, participants were not made aware of the target structure; in the second phase, they were made aware of DOM by means of brief instruction. Finally, there was a thorough debriefing. The results show that native speakers predicted in both phases; the non-natives clearly also predicted when aware. However, some also predicted when unaware, but only if they reported that the rule had once been taught to them. These results suggest that prediction in language processing is potentially the result of conscious and perhaps even strategic processes. This casts past research findings in a different light and also points to the necessity of extensive debriefing after testing to find out to what extent participants were aware of their own processing.


Lucy Atkinson (University of Northampton)

One method of improving language learner’s attention to language forms is input enhancement. Input enhancement is claimed to be a useful technique to direct language learners’ attention within reading to a chosen target form which therefore facilitates and aids acquisition (Schmidt, 1993; 2001). Research on input enhancement has flourished in the past two to three decades. However, within the literature there are discrepancies with mixed evidence (Lee & Huang, 2008). Although some studies have shown input enhancement as facilitating acquisition, others have not. The
inconsistent results evidenced in prior empirical work and Lee and Huang’s prior meta-analysis in 2008 suggested input enhancement had method flaws and other influencing factors.

Thus, the present meta-analysis will look at this research domain and synthesise empirical studies on visual input enhancement from 1981 to 2016; a larger pool of studies than previous meta-analyses. The aim is to critically evaluate the evidence for visual input enhancement. An extensive literature review will retrieve primary studies the overall value of visual input enhancement will be tackled by calculating effect sizes using Cohen’s d.

The results will highlight the effectiveness of visual input enhancement by comparing learners with an enhancement-embedded text to those without. The review will also synthesise reported research findings regarding comprehension and whether visual input enhancement has negative effects for learners. Finally, this review will demonstrate if there are any methodological flaws within the literature and statistical reporting missing. Publication bias may also be discovered by the evaluation.

References


Influence of linguistic patterns of motion events in non-verbal categorization: A cross-linguistic study of monolingual and bilingual speakers of English, Mandarin and Spanish

Fraibet Aveledo (University of Reading)

This research studied language effects on cognition, by analysing cross-linguistic differences in the lexicalization and categorization of motion events (MEs) in monolingual and bilingual speakers of three typological different languages (Talmy 1985, Slobin 2004): Spanish, a Verb-framed language, focuses on expressing the path of the ME in the main verb; English, a Satellite-framed language, tends to encode in the verb position the manner of ME, or the causation; and Mandarin, an Equippollently-framed language, tends to express both path and manner in the verb. This linguistic differences are supposed to influence cognition (Kersten et al. 2010).

This study investigated linguistic and cognitive representation of MEs involving manner, path and causation through a non-verbal categorization task, and a verbal task. We analyzed data from 164 participants (monolingual speakers of English, Spanish and Mandarin, and Spanish-English bilinguals and Mandarin-English bilinguals). In the verbal task, participants watched and described videos showing dynamic MEs. Bilinguals performed in both languages. In the categorization task, participants watched triads of videos and had to make similarity judgments based on shared path, manner or causation attributes of the scenes. We investigated whether: i) monolingual speakers differed in their lexicalization and categorization of MEs; ii)
bilingual speakers lexicalized and categorize according to their L1 or their L2; iii) bilinguals show cross-linguistic influence in their L1 and/or L2. The results showed that: i) MEs lexicalization patterns influence on categorization. Monolingual groups showed their language patterns when performed the categorization task; while only Spanish-English bilinguals showed L2 influence in the categorization of motion events; ii) monolingual speakers differed in their lexicalization; and iv) Spanish-English bilingual speakers showed bidirectional cross-linguistic influence from L1 and L2 when expressing path, manner and causation; the same effect was not observed in Mandarin-English speakers. The findings provide support to the linguistic relativity hypothesis.

The Age of Onset factor: null and overt subject pronouns in Italian by Greek-Italian 2L1 and L2 near-natives

Elisa Di Domenico & Ioli Baroncini (Università per Stranieri di Perugia)

A division of labor is assumed between null and overt subject pronouns in Italian (Calabrese 1986, Cardinaletti 2004, Frascarelli 2007 a.o.). Research on different Italian near-native populations, both with a non-null (Tsimpli et al. 2004, Sorace&Filiaci 2006, Belletti et al.2007) and with a null subject other language (Sorace et al. 2009) has shown an overuse/over-acceptance of overt subject pronouns. This may thus be the result of cross-linguistic influence or an acquisitional strategy (but see Filiaci et al. 2013). In this work we collected data from two groups of adult near-natives of Italian differing only for Age of Onset of exposure: 8 Italian–Greek 2L1ers, and 8 (post-puberty) L2ers of Italian with L1Greek. Their near-nativeness (mean: 9/10; range: 8.5-9.3 in both groups) was tested adapting White and Genesee’s (1996). Subjects watched a short silent movie and then had to tell the story. A Preliminary Study, comparing monolingual Greek and monolingual Italian speakers, revealed no significant difference in the use of overt pronouns (Table 1): no cross-linguistic effect was expected in the Italian of the experimental subjects. We then compared the results of the two experimental groups with the productions of Italian monolinguals, finding (Table 2) a highly significant difference between L2ers and MI, but no difference between 2L1ers and MI. When no cross-linguistic influence occurs, a difference between 2L1ers and L2ers emerges: overt pronouns represent an acquisitional strategy only in the case of post-puberty Age of Onset of exposure.

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<thead>
<tr>
<th>Table 1</th>
<th>total resumptions</th>
<th>overt pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual Greek</td>
<td>311</td>
<td>11 (4%)</td>
</tr>
<tr>
<td>Monolingual Italian</td>
<td>395</td>
<td>17 (4%)</td>
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<td>MG and MI (X2=0.2686; with Yates correction X2=0.1050; non-significant)</td>
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<th>Table 2</th>
<th>total resumptions</th>
<th>overt pronouns</th>
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<tbody>
<tr>
<td>MI</td>
<td>395</td>
<td>17 (4%)</td>
</tr>
<tr>
<td>2L1</td>
<td>250</td>
<td>15 (6%)</td>
</tr>
<tr>
<td>L2</td>
<td>280</td>
<td>28 (10%)</td>
</tr>
</tbody>
</table>
The effect of documentary viewing on the acquisition of L2 words

Marion Durbahn (KU Leuven)

Research into vocabulary acquisition through audio-visual input has lately attracted scholarly attention (Montero Perez, Peters, Clarebout, and Desmet, 2014; Rodgers, 2013; Sydorenko, 2010). However, research in that realm is still scarce compared to research on acquisition through other more traditional input modes. This PhD project will investigate L2 vocabulary acquisition through audio-visual input. Specifically, we will focus on lexical coverage, the role of imagery, and the effect of deliberate vocabulary teaching activities. Three studies will be set up.

Study 1 explores how much lexical coverage is necessary to comprehend one genre of TV programs, viz. documentaries. A second aim is to determine how much vocabulary is needed to attain the required lexical coverage. Drawing on Schmitt, Jiang and Grabe (2011), learners’ knowledge of words in the audio-visual input will be measured in a vocabulary test using a checklist format. Learners’ vocabulary test results will then be correlated with their documentary comprehension score to determine how much lexical coverage and how many words should be known to reach adequate comprehension.

Study 2 investigates how the students’ level of proficiency, the level of word imagery in the audio-visual input, and the presence of captions affect incidental acquisition of new words. Study 2 adopts a pretest-posttest, between-participant design with three groups: 1) documentary without captions; 2) documentary with captions, and 3) control group who is not exposed to the input and only takes the tests. Learning gains will be measured at two levels of sensitivity: form recall and meaning recognition.

Study 3 explores the effect of preteaching, postteaching activities and a combination of both on vocabulary learning through audio-visual input. A between-subject design...
with four groups will be adopted: 1) preteaching + documentary; 2) documentary + postteaching, 3) preteaching + documentary + postteaching, 4) control group.


**Prediction of Upcoming Words and Individual Differences in L2 Sentence Processing: an Eye-tracking Study**

Veronica Garcia-Castro (University of York - University of Costa Rica)

The ability to predict upcoming material can contribute in language interaction since language users may communicate faster when knowing what language material is coming (Kutas et al.: 2011). Different studies have shown that word prediction is possible in adult monolinguals (Altmann & Kamide: 1999; Borovsky et al.: 2012) and in adult second language speakers (Kaan: 2014; Martin et al: 2013). However, when it comes to second language prediction, whether second language speakers predict upcoming material as L1 speakers still remains unclear, and whether individual differences have an effect on L2 predicting processes remains unexplored. The present work aims to find out to what extent L2 language users are able to predict upcoming words, and their subcategories, and if the individual differences of phonological short term memory, and vocabulary size have an effect on L2 prediction of upcoming words. The methodology of the study is similar to the one adopted by Altmann & Kamide (1999) where visual eye-tracking will determine, through the participants’ eye movements, if they are able to predict the upcoming material, while looking at visual scenes, before listening to the aural input. The results will contribute to the understanding of prediction of upcoming words in L1 and L2, if prediction is hindered or enhanced by word type and its subcategories, and how individual differences may have an effect on predictive processing. Even though it is known that individual differences can be found in almost all cognitive activities (Eysenck & Kane, 2015, p.427), there is a lack of studies on L2 prediction of upcoming words that take them into account. Therefore, the study comes to fill a theoretical gap and to potentially bring more understanding in L2 prediction processes. Key Words: L2 word prediction, individual differences, eye-tracking, L2 sentence processing.

References


The Influence of Temporal Context on the Production of Temporal Morphology In L2 speakers of English

Qingyuan Gardner, Vicky Chondrogianni & Holly Branigan (University of Edinburgh)

Adult second language (L2) speakers exhibit variability in many aspects of L2 language production, particularly inflectional morphology (Lardiere, 1998), especially when the morphological markers are not available in the L2 speakers’ L1. Alternative accounts of optional inflectional marking propose different sources of failure (Hawkins & Chan, 1997; Prevost & White, 2000). If L2 speakers employ tense categories, different temporal contexts should elicit the appropriate tense inflections in production. The present study investigates the influence of temporal context on morphological accuracy during online L2 production in L1 Mandarin L2 learners of English, an L1 that does not overtly mark tense.

17 Advanced L2 (IELTS: 6.5-8) and 17 native English speakers produced scene descriptions using specific transitive verbs and temporal cues (calendars). Temporal context (Past, Present Habitual) was manipulated through temporal adverbials (Yesterday, Everyday) across subject number (singular, plural), eliciting obligatory temporal morphology (past tense –ed (PED), 3rd person singular –s (THS)). Results showed that temporal context was a significant predictor for both PED and THS inflectional markings (p<.001). That is, L2 speakers produced temporal context appropriate morphemes. Morphological accuracy was significantly higher in the Past than Present Habitual temporal context (Figure 1). The L2 group also persistently omitted temporal morphology, and produced incorrect inflections, especially in the Present Habitual condition (Figure 2).

The results confirm inflectional variability amongst L2 speakers of English whose L1 does not mark tense. Crucially, however, L2 speakers are sensitive to temporal cues in inflectional production. This argues against absence of representation (which would wrongly predict absolute omission), and instead provides evidence for the use of L2 tense category. High inflectional error rates (omission and commission) indicate the inconsistent use of temporal cues. High number of THS omissions indicates an effect of featural composition, where the featurally more complex inflection (THS) was especially problematic in production.


**Vietnamese international postgraduate students at universities in New Zealand: their acculturation experiences**

Hau Ho (Victoria University of Wellington)

Since the 1950s, there have been a considerable number of Vietnamese students studying in New Zealand on Colombo plan scholarships. Coming from an Asian country to study in a Western country, as EFL learners, Vietnamese international students may experience multiple challenges adjusting themselves to an unfamiliar environment. Additionally, due to limited language proficiency and cultural distance, it is not easy for them to fully express themselves when interacting with their classmates or participating in class discussions and to achieve their desirable skills and knowledge.

Examining Vietnamese international students’ experiences at New Zealand universities may present an interesting case because students’ experiences may be heavily dependent on their cultural, social, and political backgrounds. However, whilst substantial literature focuses on adjustment problems of international students, Vietnamese international students have not received much attention from educational researchers. In New Zealand context, apart from studies including Vietnamese students as a subgroup from Asia, only one recent study (Vu & Doyle, 2014) looked specifically at Vietnamese international undergraduate students’ experiences.

Attempting to fill the aforementioned gap, this proposed study will seek to attain deeper knowledge about acculturation experiences of Vietnamese international students in New Zealand. The study will employ a mixed method research design consisting of two phases of collecting data. Specifically, in the first phase, students will be asked to complete a questionnaire comprising a wide range of themes, including students’ demographic information, motivation to study abroad, self-report English language competence, socio-cultural adaptation, perceived cultural distance, perceived social support, social contact, and acculturative difficulties. Quantitative results will be used to recruit participants for individual interviews, which is the second phase, aiming to get in-depth understandings of students’ acculturation experiences.

The proposed study may provide recommendations to school administrators, student support services, and language instructors who are concerned about effective adjustment processes of international students. Besides, it will extend the existing literature on the field.

Two questions to be discussed: 1. How can I effectively contact Vietnamese students from all universities in New Zealand and spread information about my study? Can I contact them via the Facebook page of Student Association of their universities? 2. How can I increase the response rate?

The effect of IELTS test preparation and number of attempts on Chinese students’ IELTS scores, language proficiency and academic attainment

Ruolin Hu & Danijela Trenkic (University of York)

The International English Language Testing System (IELTS) is a test of English proficiency frequently used to assess whether applicants who speak English as a foreign language have adequate language skills for education in English-speaking universities. Many students who successfully achieve the IELTS score required for their academic programme, indeed, do well in their studies, but others struggle with linguistic demands, failing to fulfil their academic potential. Studies examining the relationship between IELTS entry scores and academic attainment have produced inconsistent results (e.g. Feast, 2002; Dooey & Oliver, 2002; Woodrow, 2006). Here, this study explored potential reasons behind such inconsistency by investigating whether test preparation and repeated test taking could allow students to increase test scores without improving their English proficiency and hence affect their academic performance in English-speaking universities.

Study 1 focused on examining the effects of IELTS preparation courses on IELTS band scores and on English proficiency measured by an alternative test (Oxford Placement Test, OPT), using a pre-test/training/post-test design. Study 2 explored the relationship between the number of IELTS attempts, language proficiency measured by alternative instruments (c-test; Duolingo English Test) and academic grades.

Key findings: 1) participants’ IELTS scores were significantly improved through attending IELTS preparation courses but their proficiency measured on the OPT remained unchanged, 2) the number of IELTS attempts to achieve a required score correlated negatively with independently measured English proficiency. The relationship with academic grades will be known in June.

The findings confirm that IELTS scores can be boosted beyond one’s actual English proficiency by attending dedicated test preparation courses and by taking the test repeatedly. The study offers insights as to why prior research on the relationship between IELTS scores and academic attainment yielded inconsistent findings, and highlights the need for alternative measures to supplement the sole use of IELTS for admission purposes.

Voices from the Field: Connections Between ELTs’ Beliefs and Pedagogy

Teaching Second Language Listening in Integrated-Skills Classes

Jennifer Lacroix (Boston University)
If 50% of students’ college-level experience is listening (e.g., lectures), we must ask if it is effectively taught in EAP classes (Rubin, 1995). Vandergrift and Goh (2012) identify two distinct challenges for learners: connected speech weakens word recognition; learners miss the intended meaning due to lack of awareness of intonation. Ironically, Vandergrift (2007) asserts learners report listening as the most desirable skill, yet teachers are least prepared to teach it. Instead, “much of what is traditionally mis-named teaching listening should in fact be called testing listening” (Mendelsohn, 2006, p. 75). Therefore, this study investigated the correspondence between the stated beliefs (Baker, 2014) and actual teaching practice (Couper, 2016) of TESOL-degreed English Language Teachers (ELTs) in two university-based Intensive English Programs (IEPs). The study’s goal was to determine possible differences between beliefs and practices, and to determine why ELTs might not be effectively teaching listening. The research questions were:

1) Within an integrated-skills classroom, what do ELTs of adult learners state about how they address English listening via instruction?
2) To what extent does stated practice correspond with ELTs’ observed practice?

Data were examined from over 700 minutes of classroom observations, eight stimulated recall interviews, and four semi-structured interviews with four qualified ELTs at two urban universities in the United States.

In line with Vandergrift’s (2007) and Mendelsohn’s (2006) claims, when teachers were asked about listening instruction, they talked solely about note-taking practice that assumes processing of aural input for content and speaker intent. None mentioned any explicit listening instruction, and none mentioned connected speech or intonation. Though some ELTs reported giving listening assessments on a regular basis, no assessment was observed during the two-month study. Furthermore, these ELTs claimed to have not received adequate listening training in their own TESOL programs, which raises additional questions for further investigation.

References


Acquisition of modal forms in discourse: a crosslinguistic and developmental approach

Pascale Leclercq & Amanda Edmonds (Université Paul-Valéry Montpellier 3)

Research on second language acquisition of modality is scarce, and results show that its expression emerges early but that target modality markers and the expression of mood are late-acquired features (Bartning 2005; Dittmar 1993; McManus and Mitchell 2015). This is confirmed by a recent study on the use of verbal means to modalize in a narrative context (Authors, submitted). Using Biber, Conrad and Leech’s (2002) distinction between personal and logical modal meaning, we found that personal modal meaning markers are largely dominant in data from native and non-native speakers of both French and English. Learners’ repertoires of modal forms expand with proficiency, starting with a few instances of volition, intention, ability and possibility (personal modal meaning) and progressively including logical modal meaning (such as necessity, likelihood, or inference) and mood markers. We hypothesize that the distribution of personal and logical modal meaning markers may reflect discourse organization. Indeed, certain modalized utterances – particularly with personal modal meaning markers – can be part of the storyline, advancing the narration by means of implication (von Stutterheim 1993:14-17). Thus, we seek to examine the acquisition of modality and mood in relation with discourse organization, in oral film retellings produced by 10 native speakers of French and 10 of English, as well as 15 English-speaking learners of French and 15 French-speaking learners of English at three levels of language proficiency (5 lower intermediate, 5 upper intermediate, 5 advanced per group). Each participant watched the same short film and then provided an oral retelling, which was transcribed and coded for verbal modality markers, resulting in 280 modalized utterances for the native speakers, and 129 for the learners. Our first results indicate that while personal modal meaning markers predominantly appear in foreground utterances, logical meaning markers appear mostly in background utterances, suggesting learners are indeed sensitive to discourse organization in their use of modality.


Is the L1 or the L2 the primary source for phonological transfer in L3 acquisition of French?

Lulu Li & Mei-Lan Mamode (University of Toronto)

One major question in L3 phonological acquisition is which of the previously learned languages (i.e., the L1 or the L2) acts as the source language for crosslinguistic influence (CLI). Studies on L3 pronunciation show that the main source of CLI can come from either the L1 (Llisterrri & Poch, 1987; Wrembel, 2012; Li, 2015), the L2 (Hammarberg, 2009; Patience, 2015), neither (Gut, 2010; Diaz Granado, 2011), or both (Trembley, 2007; Llamas et al., 2010; Wrembel, 2011; 2014). Thus, more studies involving new language pairings are necessary in order to better understand this question. To this end, the current descriptive study investigated the source of CLI at the global level in L3 learners of French (L1: Mandarin; L2: English) by addressing two research questions (RQ): i) What is the primary source language for CLI in this group of learners? 2) What phonological features do judges use to determine the L1 of the learner?

To answer the RQs, eleven Mandarin learners’ readings of “The Northwind and the Sun” in French were assessed through a native language judgment task in which ten expert judges had to answer three questions: i) foreign accentedness rating (FAR); ii) identification of learners’ L1; iii) phonological features on which the judgment in question ii) is based. Learners’ proficiency in English was also measured using an FAR. For RQ1, preliminary results show that participants were correctly labelled as L1 Mandarin speakers 92% of the time. L2 and L3 proficiencies were not significant factors. In terms of RQ2, the main phonological characters leading to the correct identification of L1 Mandarin included prosody, aspiration of /p,k, and glottalization of <R>. Taken together, the results indicate a strong L1-based CLI at the global level and that CLI can occur from typologically distant languages (i.e., L1 Mandarin to L3 French).

Lexical and syntactic development in L2 Italian

Gabriele Luoni (Swansea University)

This study investigates the relationship between L2 vocabulary knowledge and syntactic development. Previous studies have found a relationship between verb frequency and the comprehension of subject and object cleft sentences (Hopp 2015) and receptive vocabulary size and the production of verb movement (Treffers-Daller & Rogers 2014). This study extends this line of research by investigating the effects of verb frequency and productive vocabulary size on the elicited oral production (imitation) of cleft sentences.

Data from 21 upper-intermediate L2 learners of Italian were collected using the Lex 30 word association test for the measurement of the productive vocabulary knowledge and an Elicited Oral Imitation test targeting cleft sentences. A general measure of proficiency was also administered.

The data were also analysed according to a composite framework based on feature structures either for syntactic or lexical representations (Sag, Wasow & Bender 2003). The semantics of the model brings in elements of Frame Semantics so that the
proposed model appears to be in line with other feature based models of lexical representation (e.g. Van Hell & de Groot 1998).

Results show a significant and robust overall effect of vocabulary breadth: significant correlations were found between the Lex 30 word association test and subject/object cleft sentences containing low frequency verbs. Furthermore, in line with Hopp (2015), a significant difference was found between cleft sentences with low and high frequency verbs. Results are compatible with the proposed theoretical framework wherein types of feature structures are the building blocks of both syntax and lexicon. Furthermore, they also extend the main claim of the bottleneck hypothesis (Hopp 2014; 2015) that L2ers difficulty in the retrieval and processing of lexical items causes problems in sentence processing to also include production.

References:


Syntactic complexity and accuracy in L2 Swedish: a case study of L1 Finnish university students’ spoken and written production

Mari Mäkilä (University of Turku)

One of the aims of my doctoral thesis is to examine the longitudinal relationship between syntactic complexity and syntactic accuracy in Finnish university students’ L2 Swedish. In this presentation, I will present some preliminary results from a pilot study. In this study, syntactic complexity is defined as a structural characteristic of learner language that manifests itself, for instance, in subordinate clauses (see, e.g., Wolfe-Quintero, Inagaki & Kim 1998). The examination of accuracy is limited to word order and the placement of adverbials. The study aims to answer the following research questions:

1. How does the relationship between syntactic complexity and accuracy change during one academic year?
2. How does the possible development in spoken production differ from written production?

The theoretical framework is based on the triad of CAF (complexity, accuracy & fluency, e.g., Housen, Kuiken & Vedder 2012). Earlier studies have resulted in different results on the interplay of the CAF aspects depending on the mode of
production and the proficiency level studied. According to the Trade-Off Theory by Skehan (1998), the relationship between complexity and accuracy is competitive. Robinson (2001), on the other hand, suggests in his Cognition Hypothesis that it is possible for learners to simultaneously take both complexity and accuracy into consideration.

The data consist of spoken and written samples produced by five L1 Finnish university students. The data were collected at the beginning and at the end of an academic year. The methodological choices are based on earlier studies (see, e.g., Ellis & Barkhuizen 2005), and the analysis is mainly quantitative.

The preliminary results show that the individual differences in the relationship between complexity and accuracy are considerable. The interplay of complexity and accuracy is more evidently competitive when it comes to spoken production due to the limited time for planning.


Scalar implicatures: An ERP investigation of Spanish Algunos and Unos

David Miller & Jason Rothman (University of Reading)

Research examining pragmatic inferencing has paid particular attention to inferences known as scalar implicature (SI) (Grice, 1975, 1989; Horn, 1972). SIs are pragmatic inferences derived from certain determiners which form part of a scale in which each term is ordered according to its informativity, such as the English quantifiers <some, most, all>, where the stronger terms naturally entail the weaker ones but not vice versa. Thus, the use of an informationally weaker term like some implies that a stronger term like all is not applicable. Research varies with respect to showing how individuals calculate discourse induced meanings of scalar terms (Crain, 2012). Though a variety of reasons have been put forward to explain the variation, methodology is largely overlooked as a potential confound. Herein we adopt two modified/revised experiments to examine whether methodology can affect pragmatic inferencing.

We examined 30 adult monolingual speakers of Spanish on two experiments: 1) a traditional picture-sentence verification task also measuring ERPs and 2) a non-binary free interpretation task (without ERPs). Spanish, unlike, English has two quantifiers
meaning ‘some’ that differ in pragmatic distribution: algunos refers to a subset only and unos refers to either a subset or a set. Experiment 1 revealed a logical-pragmatic division whereby participants were categorized as such by having more than 50% acceptance of either response type for unos. Experiment 2 revealed that algunos is preferred in subset readings compared to set readings (p < .001) and the distinction between set algunos and set unos was significant (p < .001) only for the logical responders as both conditions were equally rejected by pragmatic responders. The comparison of subset algunos to set unos, both theoretically acceptable conditions, was significant (p = .003) only for pragmatic responders. Additionally, research has shown that the N400 may index SI violations (Nieuwland et al. 2010; Noveck & Posada, 2003; Politzer Alhes et al. 2013; Spychalska, Kontinen & Werning, 2016). Experiment 1 corroborated the offline data, showing that: 1) whole algunos compared to partitive algunos elicited an N400; 2) only the logical responders’ ERP data showed an N400 for whole algunos compared to whole unos; 3) an N400 emerged for the comparison of partitive algunos to whole unos only for pragmatic responders.

Taken together, our data indicate that calculation of SIs in Spanish can be affected by the tasks used and that the determination of whether or not SIs are calculated should be informed by both individual and global responses. We argue that variation in previous research on SIs in Spanish might be best explained as a confluence of methodological and individual factors and we explain how our methodology and division of individuals sidesteps this.

**Working-memory: is there a bilingual advantage?**

Zehra Ongun & Michael Daller (University of Reading)

There are various studies that report enhanced working memory in bilinguals, but overall the literature is inconclusive (for an overview see: Calvo, Ibáñez and Garcia, 2016). One argument for the inconsistency of these results is the use of different stimuli.

Blom, Küntay, Messer, Verhagen and Leseman (2014) found superior performance on WM measures by bilinguals once differences in vocabulary were controlled (see also Luo et al. (2010) for similar results on a letter fluency task). The present study investigates whether we can identify a bilingual advantage in working-memory with the established digit subtests of the WISC-V (The Wechsler Intelligence Scale for Children; Wechsler, 2014). We have data from 100 sequential Turkish-English bilingual children (age 7-11), who grew up in the UK and from two monolingual age-matched peer groups (n = 2 x 25). In addition we have questionnaire data about the use of L1 at home and parental language dominance. Overall, there is no significant difference between the bilinguals and the monolinguals in their working memory scores. However, the picture is different if we split the bilinguals into two groups, one with more L1 use at home and more L1-dominant parents and one with less L1 use at home and less L1 dominant parents (dominance questionnaire Dunn& Fox-Tree, 2009). The bilingual sub-group with more L1 use at home and more L1 dominant parents outperform the two monolingual groups and the other bilingual group in both forward and backward working memory span (Anova, F (3, 145) = 41.085, p < .001). The results of our study show that there is no bilingual advantage per se, which might be an explanation for the inconsistency of previous results. However, a more fine-grained picture can be drawn when the parental support for L1 and as a result
differences in L1 experiences are taken into account. Support for L1 and its development seems to have a positive effect on working memory in sequential bilinguals.

References:


A systematic review of word learning interventions in primary school children with English and as additional language
Emily Oxley, Anna Weighall (University of Leeds) & Emma Marsden (University of York)

Over the past ten years in the United Kingdom, the number of school children classified as having English as an additional language (EAL) has been steadily increasing. According to the 2016 census of primary schools, 20.1% of pupils have a first language other than English (DfE & National Statistics, 2016). A gap in attainment between EAL pupils and their monolingual peers is also apparent. The 2016 Key Stage 2 SATS results highlight that nationally, 58% of EAL pupils achieved the expected standard in reading, compared to 68% of monolingual pupils. For both EALs and monolinguals, vocabulary knowledge is of increasing importance in word reading and text comprehension by mid-primary school (Lindsey, Manis, & Bailey, 2003; Nakamoto, Lindsey, & Manis, 2008). It has been estimated that to successfully read for gist, only 2-5% of text vocabulary can be unknown (Hu & Nation 2000; Schmitt et al. 2011). Consequently, a lower vocabulary can lead to a weaker reading comprehension ability. This study systematically examines evidence discussing the effectiveness of word learning interventions in children with English as an additional language. Four databases, PsychInfo, British Education Index, Web of Science and Education Resources Information Center were searched for papers published in English between 2000 and 2016. Records were screened using a strict inclusion and exclusion criteria. Eligible studies involved typically developing children between four and twelve years with EAL. Data was subsequently extracted from 18 studies. The interventions provide collective evidence that targeted vocabulary training in context can produce word learning gains for both EALs and monolinguals. With the correct support, those with EAL can learn new vocabulary at the same rate as their monolingual peers. However, incidental learning is less successful for children with EAL. Results also highlighted a paucity of such interventions carried out in the UK. Suggestions are made for interventions that could be implemented within this context.
Acquisition of phrasal verbs (e.g. find out, broke off) is particularly problematic for learners of English, especially those phrasal verbs that allow for alternations in structural form. Often non-native speakers of English default to one-word alternatives to phrasal verbs, which may indicate difficulty in accessing these multi-word constructions (Liao & Fukuya, 2004). We addressed this finding by testing surprisal effects, wherein prime verbs that occur in the less frequent construction they prefer will lead to stronger priming effects (Jaeger and Snider, 2013). Although a number of corpora studies on phrasal verb construction use exist, few psycholinguistic methods have been applied to assess processing of these constructions. We achieved this by using a sentence elicitation task followed by a structural priming paradigm.

Our findings revealed that Chinese speaker construction preferences differ from native speakers of English based on verb-type. Furthermore, Chinese learners of English revealed slightly higher priming for both constructions compared to native speakers. Usage-based models of SLA hold that learners take frequency information from the exemplars of linguistic units they encounter in the L2, as well as statistics of the kind of word and phrases (Ellis, Römer, & O’Donnell, 2015). As such, we expect L2 surprisal effects for phrasal verb primes that appear in the least-preferred construction for usage-based accounts. Frequency will be verified by elicitation results in the production phase. We also include proficiency as a factor for whether structural bias by verb-type.

Results drawn from this experiment may lead to better understanding about input processing and the interlanguage that learners build while they are acquiring a second language. This is important in understanding how to construct classroom lessons in a foreign and second language environment.


**Perceptibility of prosodic accentedness to native and non-native listeners**

Václav Jonáš Podlipský & Šárka Šimáčková (Palacký University Olomouc)

Despite prevalence of research in segmental aspects of foreign accent, prosody substantially contributes to foreign-accentedness [1]. Some previous studies used manipulations of speech to explore how intelligible prosodically foreign-accented speech is to native listeners [2-4] but few studies compared native and non-native perception of foreign-accented prosody [5, 6].

We asked whether (1) Czech advanced learners of English (n = 23) could distinguish English native-produced sentences from their copies manipulated to exhibit a degree of Czech-accented prosody (temporal dynamics or pitch contours), whether (2) English listeners with no knowledge of Czech would outperform the Czechs, and whether (3) English listeners who share the dialect with the model speaker (British listeners, n = 14) would outperform those who do not (Americans, n = 23). At test, listeners decided which of the two copies of each sentence sounded more English-like.

A logistic (binomial) mixed model on Response (correct vs incorrect), with L1 background and Manipulated Dimension (durations vs pitch) as predictors, revealed the following: For durations, the Czech and British listeners were comparable and both better than the Americans. For pitch, the Czechs scored better than for durations, the British even more so, and the Americans were more clearly the worst. A mixed model on reaction times to correct responses showed that the British listeners were faster than the other two groups who were comparable.

In conclusion, we showed that Czech learners of English could distinguish between native-British and Czech-accented prosody in English, despite experience with Czech accent which could have decreased their sensitivity to it. Secondly, the Czechs were outperformed by the British listeners (intonation being more salient than temporal dynamics for both groups). Finally, the Czech and British listeners also outperformed the Americans who had insufficient experience with both compared accents and did not gain an advantage by simply being native.

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The acquisition of the Hindi case marking system: some hypotheses

Aricia Ponnet (Ghent University)

This presentation aims to formulate some hypotheses regarding the foreign language acquisition of the Hindi case marking system. The Indo-Aryan language Hindi has recently come to the attention of language acquisition researchers, with studies on L1 learners (Narasimhan 2005), heritage learners (Montrul et al. 2012) and L2 learners (Baten & Verbeke 2015; Ponnet et al. 2016). These studies focus on two grammatical structures that raise difficulties for learners of Hindi: split ergativity and differential object marking. In Hindi, these structures are conditioned by different factors: ergative case marking of the subject depends on the transitivity/perfectivity of the verb, whereas objective case marking of the direct object depends on the animacy/specificity of the object (Kachru, 2006). As such, learners cannot rely on one-to-one mapping of form onto function but have to discern under which conditions marking occurs. The aforementioned studies only focussed on one of the two grammatical structures, and furthermore concerned cross-sectional data. In my project, I conduct a longitudinal study that investigates both structures. Data will be elicited from Dutch-speaking and German-speaking L2 learners of Hindi.

The aim of this presentation is to formulate hypotheses about the acquisition of the Hindi case system. The framework that will be considered is Processability Theory (PT) (Pienemann 1998). This theory attempts to describe, predict and explain developmental sequences, and has been applied in longitudinal studies on the L2 acquisition of languages with an accusative case system (see, e.g., Baten (2013) on L2 German). Such a study with a split ergative language like Hindi has not been conducted. Previous PT studies on accusative languages have shown that learners evolve from marking the position of the noun to marking the grammatical function of the noun. However, as case in Hindi is not just a marker of grammatical functions, but instead also influenced by lexical and discourse information, the hypothesis should go beyond the notion of case as a structural function.


How does aptitude relate to working memory?

Vivienne Rogers, Martha Chisholm, Jake Clothier, Amelia Cobner, Tesni Galvin & Issy Greenfield (Swansea University)

Recent years have seen a resurgence in studies investigating the role of aptitude in learning a second language (Wen et al 2017). Most models of aptitude and aptitude tests suggest there are different components that make up language learning aptitude (Carroll & Sapon 1959; Meara, 2005; Linck et al, 2013). Wen (2016) suggests that these different components of aptitude related to different components of working memory and the two should be “reconfigured... to identify under what conditions the effects from both sides complement or overlap each other” (Wen 2016 p.144).

This study seeks to address this question in relation to our continued validation work with the LLAMA aptitude tests (Meara, 2005). Previous validation work on the LLAMA aptitude tests has investigated various individual differences including age, L1 script/background, role of L2 instruction, gender, education level. We have only found significant effect of prior L2 instruction on two subcomponents on the LLAMA tests (B: vocabulary & F: grammatical inferencing). In this follow-up study, we will investigate how working memory relates to LLAMA aptitude scores. We will also address several other limitations to our previous work (level of L2, age effects in older monolingual and bilingual groups).

The four subcomponents of the LLAMA tests, three working memory measures and a background questionnaire will be administered to over 200 participants. The working memory measures include an auditory digits backwards task, a visual storage task and attention tasks.

Data collection is ongoing but initial results of an oblique, rotated, Principal Components Analysis from 57 participants show three components. The first weights three of the LLAMA subcomponents and 2 of the working memory measures together. The second weights LLAMA B (vocabulary) with the attention measure and the third weights LLAMA D (implicit) together with the digits backwards and visual storage measures.

References:


Love and SLA

David Singleton (University of Pannonia)

Love has been in the SLA air at least since Marinova-Todd’s (2003) study of 30 post-pubertal learners of L2 English found that the six most proficient participants co-habited with native English speakers. Or since Muñoz & Singleton (2007) reported that of the two most successful late learners, of a group of 11 near-native learners of English, one was espoused to an Irishman and the other had an Irish boyfriend (whom she subsequently married). More recently, Kinsella & Singleton (2014) found the three participants of the 20 Anglophone adults in their study whose French test results were all within native-speaker range had French life-partners.

Such results do not surprise us. We always knew that falling in love with a speaker of another tongue could change not only one’s life, but also one’s command of the beloved’s language. SLA researchers are now taking this issue seriously, as Dewaele & Salomidou’s (2016) recent article on “loving a partner in a foreign language” demonstrates. In the present paper I shall report on the results of some recent qualitative studies, based on interview data collected from seven intercultural and cross-lingual couples, which indicate that the L2 learning process is markedly influenced by the affective context in which it occurs. In particular, the studies suggest that identity construction may be moved in a particular direction by the language principally adopted by the couple and by the associated culture. They confirm the findings of earlier studies that for the partner for whom this language is the L2 the results can be dramatic in terms of both linguistic and cultural affiliation even where the change of affiliation is not complete.

The paper will end with some thoughts on how research in this area might develop in the future.

References


Directions in Conceptual Cross-Linguistic Influence and Third Language Acquisition: A Longitudinal Study

Lari-Valtteri Suhonen (Lund University)

Several models of third language acquisition have attempted to make predictions with respect to the language user’s access and preferences with respect to which language(s) act as the source languages in subsequent language acquisition. For example, the Typological Primacy Model (Rothman, 2015) proposes an initial holistic transfer from the typologically closest language to the L3. The L2 Status Factor (Bardel and Falk, 2012) suggests a stronger role in forward transfer for a chronologically true L2, with transfer in vocabulary taking place from the L1 as well. At the same time, conceptual knowledge is proposed to be completely or partially shared between all languages (Kroll and Stewart, 1994; Van Hell and de Groot, 1998; Jiang, 2000; Pavlenko, 2009) and the vocabulary-only Parasitic Model (Ecke and Hall, 2014) proposes word-specific developmentally modulated connections across all languages.

The present study attempts to account for the learning trajectory and whether perceived similarity – as opposed to typological vicinity – and the L2 status act as modulating factors. Its participants are L1 German speakers with L2 English (CEFR B2+) and L3 Swedish. They are followed from novice CEFR A1 up until advanced CEFR C1 level of L3 proficiency. The primary data is collected measuring perceived similarity in the meaning of two words in a language modified by their similarity in another language known to the speaker, which then, is used as an operationalization to represent the general quantity of effect from one language system to the other.

The current longitudinal method requires already existing lexical knowledge and is thus not fully suited to testing questions relating to the early initial state. Hence, a complementary method would be required to test initial state predictions.

The aim of the presentation is to describe the longitudinal study, early results, and discuss future directions for smaller cross-sectional studies.

Predicting the Academic Achievement of Multilingual Students of English through Vocabulary Testing

Csaba Z Szabo (The Open University)

Previous studies on predicting the academic achievement of students in Higher Education indicate that standardized international language tests, such as IELTS and TESOL, demonstrate low predictive power for study success (e.g. Daller and Phelan, 2013). Consequently, there seems to be clear value in exploring alternative means of determining the most influential correlator between language proficiency and academic performance, especially in countries where such tests are neither a prerequisite for university admission nor a cost-effective option. Lexical knowledge has been shown to be crucial for language performance (e.g. Milton, 2013) and a relatively good indicator of academic achievement (e.g. Daller and Xue, 2009; Daller and Wang, 2017; Treffers-Daller and Milton, 2013). As recent models of multilinguality are challenging the notions of languages being separate entities for plurilingual speakers (e.g. Cenoz, 2013; de Angelis, 2007), we report on two studies (N = 54 and 40) that employed English (L3) and Romanian (L2) form-meaning based
receptive vocabulary tests (the VLT and VST, and their Romanian versions) to explore the extent to which they predict academic achievement compared to other measures (age of onset, confidence and proficiency self-ratings) in the case of Hungarian native speakers studying for a BA in English Language and Literature. Academic achievement was determined by two indicators, grade point average in the year when the tests were taken and the three year average upon completion. Multiple regression analyses indicate that English vocabulary scores emerge as the best predictors and explain around 40% of the variance. Given the influence of Romance languages on English vocabulary testing, as indicated by the item-analysis, we conclude that to successfully employ similar tests for admission purposes, scores should be recalibrated to account for cross-linguistic similarities and arrive at a more informed and subtle interpretation of vocabulary size. In turn, this improves the (predictive) validity of similar tests.


**The Effect of Extensive Reading on Perception Speed and Automatization of High and Low Frequency Words in L2**

Yuya Tanaka, Haruyo Yoshida (Osaka Kyoiku University) & Hiroki Fujita (University of Reading)

This study investigated how a three-month extensive reading program influenced second language learners’ perception speed and automatization of high and low frequency words. For this purpose, 17 language learners of English at a university in Japan were recruited and a lexical decision task with high and low frequency words was administered using the SuperLab 5 software before and after the extensive reading program. As an index of automatization, the coefficient of variance was calculated for each participant within each frequency level (Segalowitz & Segalowitz, 1993). The extensive reading program was conducted outside school hours, but during the program, the participants were periodically encouraged by an instructor to read as many books as possible. The linear mixed effect model was employed for the analysis of the collected data with z-score-transformed response times and the coefficient of
variance as response variables. Additionally, Group (greater reading amount vs. lesser reading amount), Frequency (high vs. low) and Time (pre vs. post) were added to the model as explanatory variables with random intercepts and slopes for subjects and items. The results revealed that the participants who had read a greater number of books showed faster response times and a decrease in the coefficient of variance that indicates a sign of automatization for both high and low frequency words compared to the beginning of the extensive reading program. On the other hand, the other group showed no difference in response times, but their coefficient of variance reduced only for low frequency words after they read extensively. The results suggest that conducting extensive reading for three months is effective not only for the acceleration of word perception speed but also for the improvement of word perception efficiency.

References

An investigation of relative clause island effects in L1 and L2 Japanese
Nozomi Tanaka (Indiana University) & Bonnie D. Schwartz (University of Hawaii)

A WH-question whose WH-phrase originates inside a relative clause (RC) is ungrammatical in English (1) (Ross, 1967).

What did John see [the girl [that __ bought <what>]]?

Linguistic research (e.g., Nishigauchi, 1990) shows that WH-IN-SITU languages, such as Japanese (2), Korean, and Mandarin Chinese, lack such complex NP island effects.

(2) Taro-wa [[__ nani-o katta] onnanoko]-o mimashita ka? Taro-TOP [[what-ACC bought] girl]-ACC saw Q 'What did Taro see [the girl [that __ bought <what>]]?'

This study examines whether adult L1-English L2ers of Japanese can come to know that IN-SITU WH-questions inside an RC are possible in Japanese, despite the ungrammaticality of their L1 counterparts. The Full Transfer/Full Access model (Schwartz & Sprouse, 1996) predicts that L1-English L2ers of Japanese should evince RC island effects initially but be able to converge on the target grammar later in development. Sixteen adult L1-English L2ers of Japanese (Intermediate: n=11; Advanced: n=5) and 10 L1-Japanese controls completed an acceptability judgment task with a 2×2 factorial design (modeled on Sprouse, Wagers & Phillips, 2012): EMBEDDED-CLAUSE (RCs vs. complement THAT-clauses) × QUESTION (WH-questions vs. YES/NO-questions). There were 40 test items (k=10 per condition, Latin-squared) and 40 fillers (grammatical, k=20; ungrammatical, k=20). Participants rated items on a 4-point scale. Results reveal that all groups, including Japanese natives, show the RC island effect. The native results contradict prior linguistic work on Japanese. However, comparing performance on ungrammatical fillers with IN-SITU NAZE 'why' questions---which are attested to be island sensitive in both Japanese and English---to performance on RC island items, we found that JAPANESE NATIVES RATED THE LATTER SIGNIFICANTLY HIGHER THAN
THE FORMER BUT L2ERS RATED THEM EQUALLY LOW. This finding suggests that (i) the native results are likely not a true indication of the RC island effect and (ii) the L2 results point to L1 transfer.

REFERENCES


Exploring Vietnamese international students' and New Zealand local students' perceptions of plagiarism

Minh Tran (Victoria University of Wellington)

Student plagiarism in Western institutions has increasingly drawn attention from academics worldwide (e.g. Bamford & Sergiou, 2005; Green, Williams, & Van Kessel, 2006; Marshall & Garry, 2006; Maxwell, Curtis, & Vardanega, 2008; Pecorari, 2003; Sutherland-Smith, 2005; Sutton, Taylor, & Johnston, 2014). However, research into students’ perceptions of plagiarism was mainly concerned with how students understand the concept, the prevalence of student plagiarism, and why they plagiarize. These studies, therefore, leave a noticeable gap in what might shape students’ perceptions of the issue. Additionally, most researchers conducted quantitative studies using self-report questionnaires and scenarios. This suggests a lack of qualitative research which possibly provides more comprehensive data about the subject. To fill this gap, this proposed study will investigate students’ perceptions of plagiarism in relation to educational experiences which might deepen understanding of factors influencing their perceptions. The study will employ an explanatory sequential mixed methods design which consists of both quantitative and qualitative data collection. Potential participants are all Vietnam-educated and New Zealand-educated postgraduate students at Victoria University of Wellington in New Zealand. In the first phase, students will be invited to take part in an online survey concerning their attitudes towards and understandings of plagiarism. After the analysis of quantitative data, 12 respondents with diverging attitudes and understandings of plagiarism will be selected to participate in the second phase which includes a series of interviews aiming to gain in-depth information about students’ responses to the survey. Qualitative data will then be used to explain the quantitative results.

The findings will enable university faculty to develop appropriate interventions to help students to be more aware of academic integrity and to avoid plagiarism in their writings. Besides, the study will add knowledge about Vietnamese and New Zealand students’ perceptions of plagiarism which were paid rather less attention by previous researchers.

REFERENCES
Questions for discussion:

1) What should be done to increase the response rate of the online survey?

2) As mentioned in the abstract, students will be invited to take part in a series of interviews. What should be done if some participants withdraw after the first interview?

The Effects of the Data-Driven Learning on Word knowledge

Kuei-Ju Tsai (National University of Kaohsiung)

Since the coinage of the term “data-driven learning” (DDL) in the 1990s, much has been done to examine the efficacy of DDL on SL/FL vocabulary learning. Despite the attested effectiveness, there has not been any attempts to take a step further to explore which aspects of word knowledge are amenable to DDL. This paper reports on a study in which 16 preservice teachers learn new words with the aid of a corpus and an online dictionary. The participants were randomly assigned into an inductive group and a deductive group to teach themselves a set of 6 new words. The former queried the corpus before consulting the dictionary, while the latter used the same resources in reverse order. Meanwhile, the participants were required to verbalize their thinking processes simultaneously (i.e. think-aloud) as they consulted the online resources. This is to explore the ways in which the inductive approach to learning vocabulary differ from the deductive one. Participants’ screen activities (e.g. corpus/dictionary queries, concordance lines) and verbal reports were captured by a screen recorder, so as to allow the researcher to reconstruct the underlying thinking processes as the participants processed the language input provided by the online resources. Also, a
delayed post-test was administered to see which aspects of word knowledge was retained under the two conditions.

Findings suggest that the two groups did not differ significantly in their knowledge of the core meanings of the target words. However, a closer look revealed that the inductive group outperformed their counterpart in the grasp of the nuances of word meanings, collocations, the contexts of use, and even written forms, suggesting that the inductive approach is more conducive to developing the depth of word knowledge. The inductive group attended to different aspects of word knowledge more intensely in the course of consultation; they also drew on the paradigmatic and syntagmatic relations of the target words to form their linguistic generalizations. The verbal protocols also showed that when consulting the corpus, the participants did not simply mirror what was observed in the concordances, they would activate innate capacities to process the language input, even with the deductive group who had known the word meanings before consulting the corpus. Overall, the learners were fairly strategic in coordinating 1) physical mediating tools (e.g. online corpus and dictionaries); 2) symbolic mediating tools (e.g. corpus data); and 3) their own mental capacities. The study concluded that with the more intense cognitive processing of language input, the learners using the inductive approach were able to retain deeper levels of word knowledge.

Explaining second language listening comprehension: a study of adult Chinese learners of English

Yun Wang, Suzanne Graham, Jeanine Treffers-Daller (University of Reading)

Second language listening is a complex skill, as a wide range of factors play a role in determining how well learners comprehend spoken language. The current study is a partial replication of Andringa, Olsthoorn, van Beuningen, Schoonen and Hulstijn (2012) and aims to identify which factors explain variance in L2 listening performance among adult Chinese learners of English. Listening proficiency will be assessed by the College English Test level 4 (CET4) and the Cambridge Preliminary English Test (PET). A range of offline and online instruments are used to measure linguistic knowledge (word recognition, vocabulary size, grammatical knowledge), sentence processing efficiency, working memory capacity and reasoning abilities. A questionnaire is used to investigate L2 learners’ personal background. Two pilot studies were conducted in 2016 among ten English speakers and 77 adult Chinese learners of English to evaluate the difficulty of a number of tasks that will be used as predictors of listening comprehension, as well as the reliability of each. The pilot results showed that for the online grammaticality judgment task (Cronbach’s alpha = .69), English speakers’ aural sentence processing speed (RT = 1467 ms) appeared to be much faster than the speed of Chinese participants (RT = 2359 ms), although the RT differences between the two groups were not statistically significant (p = .052). The mean vocabulary size of Chinese participants was 3000 (60% accuracy), based on a short version of the Vocabulary Size Test (Nation & Beglar, 2007) (Cronbach’s alpha = .71) and the mean score of the aural vocabulary size was 97 (64.7% accuracy), based on the Listening Vocabulary Levels Test (McLean, Kramer, & Beglar, 2015) (Cronbach’s alpha = .89). The results also indicated that the mean accuracy of word segmentation of Chinese participants (72.9%) was lower than that of English speakers (86.3%) (p < .05) and Chinese participants’ mean confidence
ratings of all items (5.0) was lower than that of English speakers (5.7) (p < .05), based on the Word Segmentation Test (Altenberg, 2005) (Cronbach’s alpha = .80). There is some evidence from the pilot results that the tasks used to measure L2 learners’ abilities are reliable and are not too difficult for the Chinese participants. These tasks will be used in the main study from March to October 2017. 160 university students will take part in the main study (120 in China and 40 in the UK). A part of the results of the main study will be presented.

The ideas we don’t buy: persistent cross-linguistic influence in the acquisition of conventional metaphorical expressions by Chinese learners of English

Mengying Xia (University of Cambridge)

The acquisition and processing of conventionalised metaphorical expressions have been long stressed in second language acquisition, and one important topic is the role that learners’ L1 plays in acquisition. Irujo (1986) proposes that learners rely on their L1 to make judgements on non-literal expressions such as idioms, which suggests the existence of cross-linguistic influence in the acquisition. On the other hand, frameworks on bilingual lexicon (e.g. Kroll and Stewart 1994) suggest that proficient learners are able to access the concepts directly from L2 words, and cross-linguistic influence of L1 can be reduced.

This paper aims to explore (1) whether Chinese learners of English will demonstrate any cross-linguistic influence in the processing of metaphorical expressions in L2 sentences, and (2) whether any cross-linguistic influence would be overcome when the learners become more proficient. 86 Chinese learners of English at four proficiency levels and 24 British English native speakers participated in an offline sentence judgement task, in which they were asked to assess the degree of acceptability of different metaphorical expressions in sentences. Three types of metaphorical expressions were surveyed: expressions shared by Chinese and English (MB expressions), expressions only available in Chinese (MS expressions) and expressions only available in English (MT expressions). Another 78 Chinese learners of English at four proficiency levels and 21 British English native speakers participated in a self-paced sentence reading task, in which they read sentences containing the three types of metaphorical expressions and answered a comprehension question after each sentence.

The results altogether show that (1) learners are able to achieve native-like judgement and reaction when they read the MS items, but they can still activate the meanings of the MS items in an online task, even if those meanings are not available in English; and (2) even highly proficient learners are not able to accept the MT items in a native-like way, and they still show minor hesitation after reading the expressions. It seems that persistent cross-linguistic influence exists when learners attempt to acquire the expressions that are not available in their L1, even among highly proficient learners who reach C1 or C2 levels in CEFR. Also, expressions available in only one language are more likely to be influenced.

Testing for adjunct island effects with topic structures in L1 English, L1 Chinese and Chinese-English interlanguage

Fred Zenker & Bonnie D. Schwartz (University of Hawaii)

This study investigates whether adult L1-Chinese L2ers of English can become sensitive to a syntactic constraint in English that presents them with a poverty-of-the-stimulus problem. Adult L1-Chinese advanced L2ers of English (n=20) completed closely-translated contextualized acceptability judgment tasks (AJTs)---IN BOTH ENGLISH AND THEIR L1 CHINESE---testing for adjunct island effects (Huang, 1982) in topic structures (1), a previously unexplored construction in this type of L2 research; native English speakers (n=27) also completed the English AJT.

That building, I am upset [because they will demolish __].

We crossed the variables 'word order' (canonical; topic structure) and 'clause type' (complement; because/yinwei-adjunct) in a 2x2 design modeled on Sprouse, Wagers, and Phillips (2012), where a superadditive interaction between the variables resulting from significantly lower ratings in the [+Topic, +Adjunct] condition indicates an island effect. Twenty critical items (k=5 per condition) were Latin-square distributed across four lists, alongside 45 fillers. Participants rated sentences on a 4-point Likert scale (plus an "I don't know" option). The data were analyzed using linear mixed-effects models with 'word order' and 'clause type' as fixed factors and with participant and item as random factors. The analyses revealed that WHILE BOTH GROUPS EVINCED ISLAND EFFECTS ON THE ENGLISH AJT, THE L2ERS EXHIBITED NO SUCH EFFECTS ON THE CHINESE AJT. These results suggest that the L1-Chinese speakers had overcome a poverty-of-the-stimulus problem in their L2 acquisition of English (Schwartz & Sprouse, 2000): The phenomenon is not present in the L1, it is not taught explicitly in the L2 classroom, and it cannot be picked up from target-language input alone using domain-general operations. These findings challenge the claim that child L1 acquisition and adult L2 acquisition are fundamentally different (e.g., Bley-Vroman, 1990) and are consistent with the hypothesis that a domain-specific cognitive system constrains adult L2 acquisition (e.g., Schwartz & Sprouse, 1996, 2013).

REFERENCES


On the conceptual changes in the answering systems of Chinese-English bilinguals

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This study examines the extent to which the answering systems of Chinese-English bilinguals change from a more truth-based system (Holmberg, 2015) typical of the L1 (“Doesn’t Jack drink tea?”—>“no, he does”/>“yes, he doesn’t”) to a more polarity-based system typical of the L2 (>“yes, he does”/>“no, he doesn’t”). If L1 linguistic patterns influence L2 expression (von Stutterheim, 2003), do they also change thinking that goes beyond overt language use (Athanasopoulos & Kasai, 2008)? This question is addressed here with two innovative tests with focus on negation. The aim is to explore whether the way in which bilinguals conceptually represent negation in general changes towards an L2-like pattern in a verbal and non-verbal context.

Chinese-English bilinguals and two monolingual control groups (N=40/group) were tested in a verbal context (Figure 1). The task was to answer positive/negative questions with “yes”/>“no”, in which the critical items were 6 negative questions. Before the verbal task, 20 participants from each group also completed a nonverbal agree-disagree task (press “↑” for agree “↓” for disagree), in which they had to process positive/negative symbols “=”/>“≠” (Figure 2). The rationale was that inclination to the L1-like thinking mode would make it more difficult to process the negative symbols “≠” with automatic activation of the conceptual representation of “not” for bilinguals compared to the L2-like thinking mode, resulting in longer reaction times in C and D conditions.

In the verbal task, bilinguals showed in-between L1 and L2 performance regarding reaction times as well as response types, suggesting approximation to the L2-like controlled access to the conceptual representation of “not”. In the nonverbal task, bilinguals resembled English monolinguals in shorter reaction times compared to Chinese L1 controls when processing “≠” symbols, suggesting that the way bilinguals encode the negative marker “not” in L2 changed their conceptualization of negation.


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