08:00AM - 09:00AM
Foyer

Registration

Attendee registration for doctoral workshops and Language Learning Roundtables

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09:00AM - 10:30AM
3117

Session 1A
Format : PhD Workshop

Speakers
Dominique Caglia, Doctoral Student And Research Assistant, Université De Fribourg; Pädagogische Hochschule Graubünden
Kaja Haugen, PhD Student, Western Norway University Of Applied Sciences
Hanna Lämsä-Schmidt, Doctoral Researcher, University Of Potsdam

Moderators
Thorsten Piske, Professor, Friedrich-Alexander-Universität Erlangen-Nürnberg
Marije Michel, Chair Of Language Learning, Groningen University
Klara Skogmyr Marian, Postdoctoral Researcher, University Of Neuchâtel

Effects of using the school language Romansh during a German vocabulary intervention in heterogeneous primary school classes
09:00AM - 10:30AM
Presented by :

Dominique Caglia, Doctoral Student And Research Assistant, Université De Fribourg; Pädagogische Hochschule Graubünden

The canton of Grisons in Switzerland promotes the goal of Romansh-German bilingualism with unique school models in traditional Romansh-speaking areas. In those areas, the minority language Romansh is the school language in primary schools. At secondary school levels, however, school language is switched to the majority language German. Differences in contact with German outside of school settings (and therefore differences in German knowledge) lead to extremely heterogeneous class constellations during German lessons from the third grade on. Although children with Portuguese as L1 show similar qualifications in Romansh compared to classmates with Romansh or German as L1, they perform on average significantly worse in German reading and writings tests. This may indicate a significant need for support in German for children with backgrounds in Portuguese. The aim of my doctoral project is to examine the role of the school language regarding learning of vocabulary in another language. Studies have shown that glossing and translations in the L1 to be efficient for vocabulary acquisition. I investigate whether this is also the case for the school language Romansh (L1 or L2). For this purpose, I developed teaching materials for expanding German vocabulary based on scientific recommendations and with feedback from teachers from the context. In order to compare the effect of glossing and word explanations in the target language German with the school language Romansh, half of the teaching material is monolingual and bilingual respectively. During spring semester 2022, 5th and 6th class teachers from Romansh schools will use my material during 18 German lessons. By means of a within-school-design, the effects of conditions will be shown with pre-, post- and follow-up-vocabulary tests. Here I present the research questions, hypothesis, methods and the first results of the investigation and the current state of vocabulary research. LiteratureCathomas, R. (2005). Schule und Zweisprachigkeit: Immersiver Unterricht: internationaler Forschungsstand und eine empirische Untersuchung am Beispiel des rätoromanisch-deutschen Schulmodells in der Schweiz. Zugl.: Fribourg, Univ., Diss., 2005 u.d.T.: Cathomas, Rico: Zweisprachig durch immersiven Unterricht an der öffentlichen Schule. Internationale Hochschulschriften: Bd. 454. Waxmann. Choi, S. (2016). Effects of L1 and L2 glosses on incidental vocabulary acquisition and lexical representations. Learning and Individual Differences, 45, 137–143. https://doi.org/10.1016/j.lindif.2015.11.018 Elleman, A. M., Oslund, E. L., Griffin, N. M. & Myers, K. E. (2019). A Review of Middle School Vocabulary Interventions: Five Research-Based Recommendations for Practice. Language, Speech, and Hearing Services in Schools, 50(4), 477–492. https://doi.org/10.1044/2019_LSHSS-VOIA-18-0145Laufer, B. & Shmueli, K. (1997). Memorizing New Words: Does Teaching Have Anything To Do With It? RELC Journal, 28(1), 89–108. https://doi.org/10.1177/003368829702800106 Peyer, E., Lindt-Bangerter, B., Graber, S. & Camenisch, S. (2014). Projektbericht des SNF-Projekts „Empfehlungen für Basisstandards für die Schulsprachen der Rätoromanen". Universität Fribourg. Vanhove, J. (2020). Quantitative Methodology: An Introduction. University of Fribourg. https://homeweb.unifr.ch/VanhoveJ/Pub/QuantMeth.pdf Zhang, C. & Ma, R. (2021). The effect of textual glosses on L2 vocabulary acquisition: A meta-analysis. Language Teaching Research, 13621688211011511. https://doi.org/10.1177/13621688211011511

Metalinguistic awareness in early instructed foreign language learning
09:00AM - 10:30AM
Presented by :

Kaja Haugen, PhD Student, Western Norway University Of Applied Sciences

Metalinguistic awareness (MLA) has been identified as a key element in promoting plurilingualism (Beacco et al., 2016). Bialystok defines MLA as using knowledge about language (metalinguistic knowledge) at a point in real time, that is, any instance where attention is "actively focused on the domain of knowledge that describes the explicit properties of language" (2001, p. 127). Despite a substantial body of research, much remains unclear about MLA, especially regarding the early stages of instructed foreign language learning. This doctoral project aims to examine the state of young foreign language learners' MLA, its development from early grade 3 (age 7-8) through grade 4 (age 9-10) of Norwegian elementary school, and its relation to the development of English proficiency. The following research questions (RQs) are examined:RQ1: What is the state of young learners' MLA in grade 3 of Norwegian elementary school?RQ2: How does the learners' MLA develop from grade 3 to grade 4? RQ3: How does the learners' MLA relate to their English proficiency?RQ4: How does the development of the learners' MLA relate to the development of their English proficiency?The project takes place within the overarching project Education for plurilingualism: Metalinguistic awareness in early instructed language learning (MetaLearn). We follow Bialystok's conceptualisation of MLA, in addition to drawing on the metalinguistic subdimensions outlined by Gombert (1992) and the notion of cross-linguistic awareness (e.g., Cenoz & Jessner, 2009). To examine the state and development of MLA, MetaLearn has developed an MLA-test (pre-tested spring 2021, N grade 3 = 176, N grade 4 = 144) that draws on principles from the fields of educational measurement (Messick, 1989) and language assessment (Bachman and Palmer, 1996). MLA test scores will be seen in relation to three measures of English proficiency: the British Picture Vocabulary Scale II, the Test for Reception of Grammar 2, and the Oxford Placement Test for Young Learners.This small-scale longitudinal doctoral project will map MLA in elementary school pupils (N = 177) from early grade 3 to the end of grade 4. Data on MLA and English proficiency will be collected at three stages: early in grade 3 (baseline testing fall 2021), late in grade 3, and late in grade 4. The presentation welcomes a discussion of the role of educational measurement and language assessment in SLA research. References:Bachman, L. F., & Palmer, A. S. (1996). Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford University Press.Bialystok, E. (2001). Bilingualism in development. Cambridge University Press.Beacco, J.-C., Byram, M., Cavalli, M., Coste, D., Cuenat, M. E., Goullier, F., & Panthier, J. (2016). Guide for the development and implementation of curricula for plurilingual and intercultural education. Council of Europe.Cenoz, J., & Jessner, U. (2009). The study of multilingualism in educational contexts. In L. Aronin & B. Hufeisen (Eds.), The exploration of multilingualism (pp. 121-138). John Benjamins.Gombert, J. É. (1992). Metalinguistic development. Chicago University Press.Messick, Samuel. (1989). Validity. In R. L. Linn (Ed.), Educational measurement (pp. 13-103). Macmillan Publishing Co.

Plurilingual Repertoire in the Primary EFL Classroom: A Sociocultural Study of Peer Interaction

09:00AM - 10:30AM
Presented by :

Hanna Lämsä-Schmidt, Doctoral Researcher, University Of Potsdam

In the foreign language (FL) classroom, learners commonly use their shared L1, especially during peer interaction. Because of this extensive L1 use, English teachers often hesitate to use peer interaction, since teacher-led lessons enable a more controlled, 'maximal' use of the TL (ibid.). This leads to the question, whether L1 use should be avoided in the FL classroom entirely or whether some uses of the L1 can support FL learning.While most SLA researchers would agree that maximizing learners' exposure to the TL is essential for FL learning, this 'maximal' TL use does not, however, necessitate a total exclusion of the L1. On the contrary, there is indicative evidence that occasional use of the L1 by the learners may be beneficial for FL learning. Existing research has found that learners use their shared L1 for collective scaffolding (Dicamilla & Antón, 2012), to build knowledge about the FL and to solve FL-related linguistic problems during collaborative dialogue (Swain & Watanabe, 2020), to mention but a few purposes.The existing studies within sociocultural theory have focused on adult learners' use of a majority L1, and minority L1 use in peer interaction by young FL learners has not gained attention thus far. Thus, the present study sets out to investigate young learners' utilization of their existing linguistic repertoire in task-based peer interaction in the EFL classroom. For this purpose, a multiple case study with young learners (9-11-year-olds) was designed, including both majority and minority L1 speakers. Their task-based learner interaction with a same-L1 peer was recorded, after which retrospective interviews with the learners were conducted. Vygotskyan microgenetic analysis (Ganem Gutierrez, 2007) of learners' L1 use, with a focus on their collaborative dialogue and collective scaffolding, as well as other purposes of L1 use, was undertaken. The preliminary findings of this analysis show that during the task resolution young learners use their shared L1 for purposes that facilitate their FL learning, such as providing each other with scaffolded help, thus collaboratively building a collective expert and co-constructing FL utterances beyond each individuals' proficiency during collaborative dialogue. Questions:The holistic, moment-by-moment microgenetic analysis is combined with a deductive analysis that includes the L1 uses found in prior research, to answer the research question. Feedback on the presented analytic sequences is very welcome.For cross-case comparisons, stark reductions of the qualitative data is required. Literature tips, useful strategies and examples for such data reduction would be helpful.ReferencesDicamilla, F. J., & Antón, M. (2012). Functions of L1 in the collaborative interaction of beginning and advanced second language learners. International Journal of Applied Linguistics, 22(2), 160–188. https://doi.org/10.1111/j.1473-4192.2011.00302.x Ganem Gutierrez, A. (2007). Microgenesis, Method and Object: A Study of Collaborative Activity in a Spanish as a Foreign Language Classroom. Applied Linguistics, 29(1), 120–148. https://doi.org/10.1093/applin/amm032 Swain, M., & Watanabe, Y. (2020). Languaging: Collaborative Dialogue as a Source of Second Language Learning. In C. A. Chapelle (Ed.), The concise encyclopedia of applied linguistics (pp. 667–673). Hoboken, NJ: Wiley Blackwell.

09:00AM - 10:30AM

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Session 1B

Format : PhD Workshop

Speakers

Lani Freeborn, PhD Student, University Of Amsterdam

Renato Pavleković , PhD Student, University Of Essex

Junlan Pan, PhD Student, University Of York

Moderators

Karen Roehr-Brackin, Reader, University Of Essex

Jonas Granfeldt, Professor, Lund University/Centre For Languages And Literature

Vivienne Rogers, Senior Lecturer, Swansea University

Aptitude as a complex adaptive system: preliminary results from a longitudinal study.

09:00AM - 10:30AM

Presented by :

Lani Freeborn, PhD Student, University Of Amsterdam

Foreign language aptitude (FLA) refers to the prediction of how well someone is able to learn a foreign language. FLA is typically viewed as a relatively stable cognitive construct, comprised of abilities such as working memory, language analytic ability, and phonetic coding ability. However, with the increasing popularity of complex dynamic systems theory (CDST) to study individual differences in language learning, there has also been a shift in the way that FLA is viewed, with calls for a broader and more dynamic conceptualisation of FLA (Wen, 2021). This PhD project explores FLA from a CDST perspective, inspired by Snow's (1989, 1992) theory of aptitude complexes. Snow conceptualised aptitude as a complex of interactions between cognitive abilities, affective and conative individual differences, and the learning environment. To explore this theory, we are conducting a longitudinal FLA study with adults learning Dutch as a second language (L2) in the Netherlands. Our aim is (1) to better understand the complex interactions between the learning environment and cognitive, conative, and affective components and (2) to assess the importance of each component in relation to language learning gains. In this presentation I share initial findings from the ongoing study. We are collecting data online in collaboration with private language schools and university language centres across the Netherlands. We aim to have at least 300 participants. At the start of their Dutch course, participants complete questionnaires about their language background (e.g. first language, length of residence, amount of L2 instruction), conative and affective components (e.g. personality, motivation, anxiety), cognitive abilities (e.g. working memory, inhibition, non-verbal intelligence), and Dutch language proficiency. To measure language learning gains, participants repeat the Dutch language test at the end of their Dutch course. We are conducting a network analysis of the data. Network analysis is a relatively new technique that has been used to model constructs such as intelligence (van der Maas et al., 2006) and cognitive development (Kievit, 2020) from a CDST perspective. By conducting a network analysis of our data, we can visualise interactions between FLA components as a complex adaptive system and assess which components are most closely related to language learning gains. ReferencesKievit, R. A. (2020). Sensitive periods in cognitive development: A mutualistic perspective. Current Opinion in Behavioral Sciences, 36, 144-149. Snow, R. (1989). Aptitude-treatment interaction as a framework for research on learning and individual differences. In P. L. Ackerman, R. J. Sternberg, & R. Glaser (Eds.), Learning and individual differences (pp. 13-59). New York: Freeman. Snow, R. (1992). Aptitude theory: Yesterday, today, and tomorrow. Education psychologist, 27, 5-32. van der Maas, Han L. J., Dolan, C. V., Grasman, Raoul P. P. P., Wicherts, J. M., Huizenga, H. M., & Raijmakers, M. E. J. (2006). A dynamical model of general intelligence: The positive manifold of intelligence by mutualism. Psychological Review, 113(4), 842-861. Wen, Z. (2022). Language aptitudes. In T. Gregersen & S. Mercer (Eds.). The Psychology of the language learner. Preprint. New York, NY: Routledge.

The Role of Language Learning Aptitude and Working Memory at Different Levels of L2 Proficiency

09:00AM - 10:30AM

Presented by :

Renato Pavleković , PhD Student, University Of Essex

Language learning aptitude is one of the most consistent predictors of second language (L2) success (Li, 2015; 2016). Research to date has shown that different components of aptitude play a role at different stages of language learning and in different learning contexts and is dependent on the difficulty of targeted language structures. Higher aptitude seems to be associated with greater success on measures of explicit knowledge testing difficult language structures and on measures favouring implicit knowledge assessing easy language structures (Yalçın & Spada, 2016). Similarly, phonemic coding ability seems to impact learners at the early stages of L2 development, while language analytic abilities seem to impact learners at all levels (Artieda & Muñoz, 2016). Furthermore, studies suggest that phonological short-term memory (PSTM) is a predictor of early language development (Hummel, 2009; Serafini et al., 2016), but its effects in later stages of development seem to be limited. Conversely, measures of the central executive (CE) have been shown to correlate with L2 performance at more advanced levels of proficiency (Kormos & Sáfár, 2008; Linck et al., 2014). A major issue in existing research is that many studies have not taken into account the importance of language proficiency or difficulty of language structure, while others have included either a measure of PSTM or a measure of CE, but not measures of both. More specifically, no study to date has examined at what stage of L2 development individual differences in cognitive abilities are important predictors, and at what point they cease to have a major impact. The present study aims to disentangle the effects of language aptitude and working memory capacity on L2 learning by taking all these variables into account. The following research questions are addressed: First, to what extent are implicit language aptitude, explicit language aptitude, and working memory capacity associated with adolescent L2 learners' language development? Second, is the role of language aptitude and working memory capacity moderated by the difficulty of the target structure or the level of learners' L2 proficiency?The study utilises the revised LLAMA (Meara & Rogers, 2019) together with a serial reaction time task (Kaufman et al., 2010) to measure explicit and implicit language aptitude while the automated operation span task (Unsworth et al., 2005) and forward digit span task are used to measure working memory capacity. The English simple past tense, passive, and articles are targeted as language structures of various difficulty. A self-paced reading task is used as a measure of implicit language knowledge, elicited imitation with a word monitoring component (Suzuki & DeKeyser, 2015) is used as a measure of implicit and automatized explicit knowledge, while a gap-filling test is used to gauge explicit language knowledge. The

Oxford English Language Placement test and a free oral production task are used to assess language proficiency.I will present initial data collected from Croatian secondary school students (N = 80) and would like to discuss the merits of different approaches to data analysis for answering the above research questions.

Developing a web-based Test of Aptitude in Language Learning (TALL): an open research endeavour
09:00AM - 10:30AM
Presented by :

Junlan Pan, PhD Student, University Of York

Co-authors :
Emma Marsden
Giulia Bovolenta, University Of York

Language learning aptitude has been conceptualised as a construct of cognitive individual differences (ID) that predicts language learning outcomes, with a large amount of empirical evidence from various perspectives in SLA. Given that the aptitude construct is represented by scores from tests, it is crucial to ascertain the reliability and validity of the tests prior to conducting aptitude-learning research, yet this step has been surprisingly neglected to date (cf. Bokander & Bylund, 2019). Existing aptitude batteries face theoretical and methodological challenges that potentially threaten our understanding of the construct. First, aptitude test development has not generally kept pace with changes in frameworks that characterise the aptitude construct. Specifically, tests of working memory (WM) are absent from most existing batteries (except for HiLAB). Second, lack of open access to the batteries severely limits their use, impedes reproducibility and replicability, and constrains our understanding of validity and reliability. And although LLAMA is freely available, item level data are not. To address these issues, this project develops an openly accessible web-based battery, Test of Aptitude in Language Learning (TALL), based on the Stage Model (Skehan, 2019) and the P/E Model (Wen, 2019). As a multi-componential battery, TALL measures four facets of aptitude: declarative memory; phonemic coding ability; analytic ability; WM (specifically, phonological short-term memory and executive control capacity). Critically, to the best of our knowledge, it is the only aptitude battery designed to address two important potential confounds in aptitude research to date. (1) It was designed specifically for the L1 Chinese population, as the WM tests use stimuli in the participants' L1 to eliminate possible confounds from knowledge of English. (2) It has two counter-balanced parallel versions (aural and written) that allow us to consider modality effects when measuring aptitude. Additionally, it is administered on a website developed in Java, with data available for download, and scripts and materials openly accessible.In this doctoral workshop, I will provide an overview of the design of TALL, and a validation schema at the item, subtest, and battery levels, providing the scoring inference, the generalization inference, and the explanatory inference, respectively. The preliminary validation results will be obtained from data from college-level participants (Nmin = 200). In particular, I would like the opportunity to discuss the extent to which, and how, the predictive and external validity of TALL should be validated to improve our understanding of the role of aptitude in learning itself. Bokander, L. & Bylund, E. (2019) Probing the internal validity of the LLAMA Language Aptitude Tests. Language Learning, 70(1), 11-47.Skehan, P. (2019). Language aptitude implicates language and cognitive skills. In Wen, Skehan, Biedroń, Li, & Sparks (Eds.), Language Aptitude: Advancing Theory, Testing, Research and Practice (pp. 56–77). Wen, Z. (2019). Working memory as language aptitude: The Phonological/Executive Model. In Wen, Skehan, Biedroń, Li, & Sparks (Eds.), Language Aptitude: Advancing Theory, Testing, Research and Practice (pp. 187–214).

09:00AM - 10:30AM

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Session 1C
Format : PhD Workshop

Speakers
Mireille Copin, PhD Student, Université Toulouse - Jean Jaurès
Clara Cousinard, Université De Lorraine
Simone Morehed, University Of Fribourg

Moderators
Rosamond Mitchell, Professor Emeritus, University Of Southampton
Anita Thomas, Professor, University Of Fribourg
Gabriele Pallotti, Professor, University Of Modena And Reggio Emilia

What roles do sociocultural schemes play in the conceptualization and encoding of causality in L2 French by Syrian learners?
09:00AM - 10:30AM
Presented by :

Mireille Copin, PhD Student, Université Toulouse - Jean Jaurès

Co-authors :
Cyrille Granget, Professor, Laboratoire De NeuroPsychoLinguistique (LNPL), Université De Toulouse Jean Jaurès
Inès Saddour, Lecturer (Maître De Conférences), University Of Toulouse Jean Jaurès

This PhD research focuses on the relationship between language acquisition and socialization in second language (L2), and in particular on the expression of causal relations in minimal narratives, i.e. two-event narratives. It is part of a larger multidisciplinary and longitudinal project on the impact of socialization on conceptual restructuring in Syrian learners of French. Our work is based on the hypothesis that interpreting real-world causality partly depends on sociocultural schemes, i.e. sociocultural ways of conceptualizing, segmenting and linking sets of events (Hong et al., 2000). Thus, this research's objectives are twofold: 1) explore how the type of socialization of Syrian immigrants in France might affect French L2 development over time, and 2) analyze the role of sociocultural schemes' appropriation in the conceptualization and verbalization of events, especially looking at the perception, selection and encoding of

causal relations.Previous research on links between immersion and linguistic development has often focused on international students in university contexts (Boz et al., 2018), which only partially reflects the socializing opportunities of adult immigrants. Furthermore, research on event construal has given more attention to single events, motion events or temporal-aspectual markings and examined the impact of language specific structures on perception and conceptualization (Flecken et al. 2015, Starren 2017). Those studies have shown that speakers of different L1s exhibit different patterns when constructing narratives - whether in terms of granularity, verb selection or information organization – but have not investigated causal markings. Moreover, few studies consider sociocultural factors to explain intra- and inter-individual variation, let alone in relation to conceptualization and cognition.In line with our goals, socio-cultural data will be collected through questionnaires. In addition, data will be gathered in L2 French by Syrian learners living in France and in L1 French through a non-linguistic segmentation task and a scene retelling task. In both tasks, visual attention will be measured through eye-tracking, as patterns of visual attention can be considered a reflection of underlying conceptualization processes (Flecken et al. 2015). The non-linguistic task aims to examine whether event perception and segmentation is a language-independent cognitive process or if it is influenced by language structures and sociocultural schemes. Our presentation will focus on our methodology as well as on preliminary quantitative and qualitative analyses of patterns in causality marking in both oral and eye-tracking data elicited through the second task.Boz, U., Barrantes, L., & Tweedie, M. G. (2018). Second Language Socialization in Higher Education: An Exploratory Case Study. The Journal of Educational Thought, 51(3), 361-384.Hong, Y., Morris, M. W., Chiu, C., & Benet-Martínez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. American Psychologist, 55(7), 709-720.Flecken, M., Carroll, M., Weimar, K., & Von Stutterheim, C. (2015). Driving Along the Road or Heading for the Village? Conceptual Differences Underlying Motion Event Encoding in French, German, and French–German L2 Users. The Modern Language Journal, 99(S1), 100-122.Starren, M. (2017). What comes second. In Word Order Change in Acquisition and Language Contact, 241-262.

L'apport des corpus oraux multimodaux dans l'apprentissage de compétences narratives interactionnelles à l'oral.

09:00AM - 10:30AM
Presented by :

Clara Cousinard, Université De Lorraine

Nos travaux de thèse cherchent à déterminer le rôle que peuvent jouer les corpus oraux multimodaux dans l'apprentissage de compétences interactionnelles orales. L'exploitation de corpus pour enseigner et apprendre à interagir fait actuellement partie des méthodologies didactiques qui sont expérimentées par de nombreux enseignants et apprenants de FLE selon différentes modalités (Etienne, Jouin 2019 ; André 2019). Cette confrontation à la langue cible s'inscrit dans le prolongement de l'utilisation de documents authentiques en didactique (Holec 1990). Des expérimentations de l'apprentissage sur corpus (ASC) (Johns 1991) sont menées en français depuis quelques années pour acquérir des compétences socio-interactionnelles à l'oral, notamment dans le cadre du projet FLEURON, qui propose un corpus multimodal interrogeable par un concordancier intégré (André 2016), outil central dans nos travaux de thèse. Ces expérimentations sont très encourageantes dans la mesure où elles montrent que les apprenants, en observant et en analysant les données, mettent en œuvre des activités métalangagières et des stratégies métacognitives qui leur permettent de s'approprier plus facilement et de façon plus pertinente les règles de fonctionnement de la langue parce qu'ils les dégagent eux-mêmes.Nos travaux de thèse s'intéressent plus particulièrement à l'enseignement et à l'apprentissage des compétences narratives interactionnelles, en exploitant le corpus FLEURON. Nous constituerons un corpus d'apprenants en interaction puis nous conviendrons d'un fait précis du récit que nous travaillerons par la méthode d'ASC. Il pourra s'agir d'un marqueur comme « en fait » ou « du coup », d'un temps, ou d'un verbe qui est réinvesti dans les récits. En parallèle de ces séances d'ASC, nous ferons observer aux participants des interactions comportant des récits dans leur séquentialité. Cela fera l'objet d'une étude longitudinale dès le mois de septembre 2022.Nous espérons discuter de la méthodologie de recueil de données : comment recueillir des interactions d'apprenants naturelles et spontanées, malgré les contraintes de l'étude qualitative et longitudinale ? Nous pourrions également discuter des spécificités du récit à l'oral, pour compléter nos lectures.André, V. (2019). Des corpus oraux et multimodaux authentiques pour acquérir des compétences sociolangagières. In Gajo L., Luscher J.-M., Racine I., Zay F. (eds), Variation, plurilinguisme et évaluation en français langue étrangère. Peter Lang, 209-223.André, V. (2016). FLEURON : Français Langue Etrangère Universitaire, Ressources et Outils Numériques. Origine, démarches et perspectives. Mélanges CRAPEL, 37, 69-92. Etienne C., Jouin E. (2019). Constituer des ressources pédagogiques pour enseigner le français oral à partir des recherches menées en interaction. In Gajo L., Luscher J.-M., Racine I., Zay F. (eds), Variation, plurilinguisme et évaluation en français langue étrangère. Bern : Peter Lang, 225-240.Holec, H. (1990). « Des documents authentiques, pour quoi faire ? », Mélanges pédagogiques, 64-74.Johns T. (1991). Should you be persuaded: Two samples of data-driven learning materials. In Johns T., King P. (dir.). Classroom Concordancing, English Language Research Journal, 4, 1-16.

Comprehension of disagreement markers in authentic oral interactions by advanced L2 learners of French

09:00AM - 10:30AM
Presented by :

Simone Morehed, University Of Fribourg

This paper presents a study on the comprehension of disagreements by advanced L2 learners of French. The aim is to study at which moment in the sequential context they understand the upcoming disagreement, and through which (para)verbal resources.Conversation analysis studies describe disagreements as "non-preferred actions", since they generally go against the social cohesion and thus are prefaced with hesitations, pauses and mitigators (Pomerantz 1984). The preface signals the upcoming "problem" and delays and attenuates the disagreement. The preface's importance is shown in psycholinguistic studies stating that L1 speakers start deciphering the incoming utterance from its start (Barthel et al. 2016).The above studies raise the questions on how L2 learners understand different types of disagreement markers in preface position: which (para)verbal resources do they attend to, and is the preface sufficient to identify the disagreement or is more context needed? What are the similarities and differences between L2 learners and L1 speakers of French? For L2 learners' interactional and pragmatic competences, comprehension is crucial, without which the learner is not able to interact in an appropriate manner.We analysed disagreements from

spoken authentic interactions of corpora of L1 French with the method of conversation analysis. The disagreement markers were categorized and include different types and constructions, from monosyllabic hesitation markers like "ben", to constructions like the partial agreement "oui, mais" and the epistemic stance "je sais pas".Based on the analyses, an experiment was designed and is currently conducted with 200 L2 learners (L1 German or Italian), and 100 L1 speakers. The experiment contains two tasks: an online questionnaire and a stimulated recall. The questionnaire includes authentic spoken disagreement sequences in L1 French. The length of the initial disagreement utterance is altered to investigate where in the sequential context the disagreement is understood: from the first part of the preface up to the whole utterance. The participants answer written questions reflecting their comprehension of the disagreement. In the stimulated recall, the participants motivate their answers, where we can analyse which (para)verbal resources they identify and attend to.The experiment is ongoing. The first preliminary results from the questionnaire of the L2 learners with L1 German show that only the preface is often not sufficient to understand the upcoming disagreement, but that the whole utterance is often not needed either.This paper will discuss the conversation analyses of the disagreements and present the global experimental results from both tasks and the three participant groups.References:Barthel, M., Sauppe, S., Levinson, S. C., & Meyer, A. S. (2016). The timing of utterance planning in task-oriented dialogue: Evidence from a novel list-completion paradigm. Frontiers in Psychology, 7, 1858. doi: 10.3389/fpsyg.2016.01858 Fasel Lauzon, V., Pekarek Doehler, S., & Pochon-Berger, E. (2009). Identification et observabilité de la compétence d'interaction : le désaccord comme microcosme actionnel. Bulletin VALS-ASLA, 89, 121-142.Pomerantz, A. (1984). Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes. In J. M, Atkinson & J, Heritage. Structures of Social Action (pp. 57-101). Cambridge: Cambridge University Press.

09:00AM - 10:30AM

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Session 1D
Format : PhD Workshop

Speakers
Johannes Schulz, PhD Student, University Of Oxford

Tatjana Bacovsky, University Assistant - Pre-doc, University Of Vienna

Moderators
Jeanine Treffers-Daller, Professor, University Of Reading

Clare Wright, Associate Professor, University Of Leeds

The impact of multi-word units in early foreign language learning and teaching contexts. A systematic review
09:00AM - 10:30AM
Presented by :

Johannes Schulz, PhD Student, University Of Oxford

Co-authors :
Catherine Hamilton, Doctoral Student, University Of Oxford

Victoria Murphy, Professor Of Applied Linguistics, Head Of Department, University Of Oxford

Elizabeth Wonnacott, Associate Professor In Applied Linguistics, University Of Oxford

L1 research has shown that multi-word units (MWU) are integral building blocks in children's L1 acquisition processes. Findings suggest that children can make generalizations from MWU input, abstract syntactic patterns and employ such schemata productively via slot-filling. L2 research reports similar findings as empirical work employing so-called 'trace-back' methodology has shown that MWUs are key catalysts of children's L2 development (Myles et al., 1999). Congruously, the importance of MWUs in children's L2 learning trajectories is acknowledged in curricula (e.g. KMBW, 2016) and MWUs are considered crucial in the L2 classroom (Kersten, 2015). Indeed, following from findings illustrating that primary school children's L2 learning outcomes lack crucial productive knowledge (i.e. verb and structural knowledge (Engel et al., 2009)), researchers have argued for the implementation of MWUs in the L2 input to optimize teaching, and learning outcomes. Although there have been initial promising scientific efforts in this direction (Kostka, 2020), a selective review of research yielded comparatively little work in this area, indicating that the effectiveness of MWU classroom instruction on children's proficiency development is still under-researched.To provide an appropriate foundation for further work, it is critical to gain a comprehensive understanding of the extant work. The incentive of the current review, then, is to systematically report the state of the art of research regarding the impact of MWU instruction in early L2 teaching contexts. This pre-registered review (Schulz et al., 2022) covered English, German and French literature on typically developing monolingual children aged 5 to 12 learning a foreign language in instructed teaching settings. As a result of blinded in-/exclusion processes of 1673 papers by two independent researchers, eleven papers conformed to the inclusion criteria. Following blinded quality analysis using the Mixed Methods Appraisal Tool (MMAT), the remaining papers will undergo in-depth analysis. Results of this analysis will be presented and discussed with respect to reporting on the state of the art of research in this area, and importantly, on identifying fruitful avenues for further research so as to ameliorate language outcomes of young L2 learners in instructed settings.ReferencesEngel, G., Groot-Wilken, B., & Thürmann, E. (2009) (Eds.). Englisch in der Primarstufe – Chancen und Herausforderungen. Evaluation und Erfahrungen aus der Praxis. Berlin: Cornelsen.Kersten, S. (2015). Language Development in Young Learners: The Role of Formulaic Language. In J. Bland (Ed.). Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds, pp. 129-146. London: Bloomsbury. (KMBW) Kultusministerium Baden-Württemberg (2016). Bildungsplan der Grundschule. Englisch (ab Klasse 3/4). https://www.bildungsplaene-bw.de/site/bildungsplan/get/documents/lsbw/export-pdf/depot-pdf/ALLG/BP2016BW_ALLG_GS_E34.pdf (access: 21.01.2022).Kostka, N. (2020). Produktives Sprechen im Englischunterricht der Grundschule: Eine empirische Studie zur Bedeutung formelhafter Sequenzen. Giessen: University Library Publications.Myles, F., Mitchell, R. & Hooper, J. (1999). Interrogative chunks in French L2. A basis for creative construction? SSLA 21, 49-80.Schulz, J., Hamilton, C., Wonnacott, E. & Murphy, V. (2022). The impact of multi-

word units in early FL learning and teaching contexts. Protocol for a systematic review. International Database of Education Systematic Reviews. https://idesr.org/#searchlibrarydetailspage (access:21.01.2022).

Operationalising subject literacy in a lesson planning tool for vocational CLIL teachers
09:00AM - 10:30AM
Presented by :

Tatjana Bacovsky, University Assistant - Pre-doc, University Of Vienna

Content and Language Integrated Learning (CLIL) refers to a bilingual teaching approach in which content subjects are taught and learned in a second language (Ball et al. 2015). While researchers agree that the integration of content and language goals is the operative principle behind any successful CLIL programme (Mehisto et al. 2008; Nikula et al. 2016; Coyle & Meyer 2021), there is an ongoing debate over how we can best conceptualise this integration for practical use. A promising way of doing this is to incorporate subject literacy education into CLIL teaching and pedagogical design. An understanding of subject literacy as a social practice embedded in the use of "literacy skills and knowledge, for socially constructed purposes, within specific sociocultural contexts" (Green 2020: 13) integrates both the procedural knowledge that constitutes content matter as well as the discipline-specific academic language that will represent this content. Yet the content teachers that are typically involved in CLIL programmes are hardly ever trained in subject literacy education or foreign language teaching methodology (Hüttner et al. 2013), which makes the task of translating a content and language integrated model into CLIL practice especially demanding. This becomes even more challenging at Austrian colleges of crafts and technology (HTL), where CLIL programmes are typically concentrated on highly-specialised technical content subjects in which the cognitive demand is high in terms of both content and language. To support teachers at this school type in implementing an integrated CLIL model in practice, this dissertation project aims to develop a CLIL lesson planning tool that operationalises subject literacy for the HTL context. Following a design-based research (DBR) approach, the tool is designed in close collaboration with two novice HTL CLIL teachers and tested in their respective subjects recycling technology and control engineering. This offers new insights into CLIL teacher professional development, CLIL lesson planning, and vocational CLIL while the lesson planning tool itself holds the potential to improve CLIL practice in the often neglected context of vocational CLIL, thus effectively bridging the gap between theory and practice.References:Ball, Phil; Kelly, Keith; Clegg, John. 2015. Putting CLIL into practice. Oxford: Oxford UP.Coyle, Do; Meyer, Oliver. 2021. Beyond CLIL: Pluriliteracies teaching for deeper learning. Cambridge: Cambridge University Press.Green, Simon. 2020. Scaffolding Academic Literacy with Low-Proficiency Users of English. Basingstoke: Palgrave Macmillan. Hüttner, Julia; Dalton-Puffer, Christiane; Smit, Ute. 2013. "The power of beliefs: lay theories and their influence on the implementation of CLIL programmes". International Journal of Bilingual Education and Bilingualism 16(3), 267–284.Mehisto, Peeter; Marsh, David; Frigols, Maria Jesús. 2008. Uncovering CLIL. Content and language integrated learning in bilingual and multilingual education. Oxford: Macmillan.Nikula, Tarja; Dafouz, Emma; Moore, Pat; Smit, Ute (eds.). 2016. Conceptualising integration in CLIL and multilingual education. Bristol: Multilingual Matters.

10:30AM - 11:00AM
Foyer

Coffee break

11:00AM - 12:30PM
3117

Session 2A
Format : PhD Workshop

Speakers
Sjoerd Lindenburg, PhD Student, Leiden University
Aniqa Leena, Doctoral Researcher, University Of Reading
Linda Eriksson, PhD Student, Örebro University

Moderators
Elke Peters, University Of Leuven
Dieter Thoma, Senior Researcher, University Of Mannheim
Nicole Tracy-Ventura, Associate Professor, West Virginia University

Effective viewing behavior and viewing strategies: Can we teach language learners to use subtitles (more) effectively?
11:00AM - 12:30PM
Presented by :

Sjoerd Lindenburg, PhD Student, Leiden University

Co-authors :
Nivja De Jong, Leiden University
Aletta Dorst, Leiden University Centre For Linguistics
Fred Janssen, ICLON Leiden University

The number of studies focusing on the use of subtitles (used for all on-screen text) to learn a foreign language has surged in the past decade, mainly illustrating the effects of subtitles on vocabulary acquisition (Peters & Webb, 2018) and listening comprehension (Gernsbacher, 2015), although other aspects of language learning have also been studied (see meta-review by Montero Perez, 2022). However, little is known about how, when and why learners view video materials the way that they do, and whether viewing strategies can be taught. The present study aims to fill this gap.The first study seeks to gain insight into the viewing behavior of expert foreign language learners (EFFLs) when

viewing subtitled material with the intention of learning the foreign language. EFFLs are those learners that employ (meta-cognitive) strategies effectively when learning a language (Rubin, 2005), and are thus most likely to show effective viewing behavior, maximizing their learning. Eye-tracking and stimulated recall is used to illustrate how EFFLs view narrative TV (e.g. which words do they focus on, and when). In the retro-inspective interview, participants view their own eye-tracking recordings, inviting them to explain their cognitive processes during the trial. In the data-analysis, we will analyze differences and similarities between observed viewing behaviors, and describe potential other viewing behavior as noted during the interview.The second study will analyze the viewing behavior of secondary school language learners and its effectiveness on their language learning, using the results from the first study. Participants are similarly asked to watch narrative TV while their eyes are tracked. Both a vocabulary pre-test and post-test, and a listening comprehension post-test will reveal which viewing behavior is most effective. In addition, the participants' vocabulary size will be measured as it has been illustrated to predict vocabulary learning gains (Peters & Webb, 2018).In the third study, the viewing strategies as illustrated by the first and second study will be used to create an intervention, aiming to teach language learners how to use these viewing strategies, even when watching audiovisual material in an informal setting. Through this intervention, we will analyze if effective viewing strategies can be taught, if students change their viewing behavior, and what the effects are on their language learning during the period of implementation.This study is still in its explorative stage and, currently, participants are invited to carry out stimulated recall for study one.Gernsbacher, M. A. (2015). Video Captions Benefit Everyone. Policy Insights from the Behavioral and Brain Sciences, 9. https://doi.org/ 0.1177/2372732215602130Montero Perez, M. (2022). Second or foreign language learning through watching audio-visual input and the role of on-screen text. Language Teaching, 1–30. https://doi.org/10.1017/S0261444821000501Peters, E., & Webb, S. (2018). Incidental Vocabulary Acquisition through Viewing L2 Televisionand Factors that Affect Learning. Studies in Second Language Acquisition, 40(3), 551–577. https://doi.org/10.1017/S0272263117000407Rubin, J. (2005). The expert language learner: A review of good language learner studies and learner strategies. In K. Johnson (Ed.), Expertise in second language learning and teaching (pp. 37-63). Palgrave Macmillan, London.

Assessing English language proficiency within multilingual primary schools in England
11:00AM - 12:30PM
Presented by :

Aniqa Leena, Doctoral Researcher, University Of Reading

Co-authors :
Suzanne Graham, Professor Of Language And Education, University Of Reading
Naomi Flynn, Associate Professor, University Of Reading

The overarching aim of this mixed-methods, quasi-experimental study is to examine the extent to which a US-established professional development intervention, known as the Enduring Principles of Learning, can influence teaching practice and subsequently improve primary-aged multilingual learners' English proficiency. This paper presents my ongoing PhD study, which aims to evaluate how far this intervention improved outcomes for ~120 pupils (aged 5-6) and ~120 pupils (aged 8-9) across 4 primary schools in South East England, using pre- and post-tests developed specifically for this study.The study measured learners' English proficiency in speaking, listening, reading, writing through tests largely based upon World-Class Instructional Design and Assessment (WIDA) materials. The latter are used by practitioners worldwide to assess multilingual pupils' English proficiency. This presentation seeks to discuss to what extent such tools can accurately capture an individuals' language proficiency and as such, what considerations should be made when approaching the data analysis stage of this study. This dialogue would help inform the discussion chapter of my thesis. The assessment of multilingual pupils' English language proficiency has been primarily considered within the context of high-stakes testing environments impacting individuals' future prospects and potentially influencing national-level policy decisions (Harsch & Hartig, 2015; Llosa, 2011). This presentation therefore aims to contribute to the more limited discourse regarding teacher-friendly testing materials that support the assessment of young multilingual learners' English proficiency. However, the presentation also highlights the tension between this goal and the need for rigour in producing accurate data that can be relied upon in tracking pupils' L2 development. Such issues are particularly pertinent in England where there is no statutory framework to assess pupils' English proficiency and those that exist are widely varied and differently interpreted (Evans et al., 2016). As such this timely research will also broadly contribute to professional knowledge and understanding of how teachers' practice can support multilingual learners' progression in English proficiency.Questions for discussants:What considerations, if any, should be made when interpreting multilingual pupils' English language proficiency?In the pursuit of accurately assessing primary-aged pupils' second language and literacy development, what are the implications of balancing rigorous tools with practical, teacher-friendly use? ReferencesAmos, M., Cameron, C., Louguit, M., Kenyon, D., MacGregor, D., Maddy, A., Merow, K., Renn, J., Sweet, S., Yanosky, T., Yen, S. J., & Yu, X. (2014). Technical report: Development and field test of WIDA Model, Grades 6-8 and 9-12. https://wida.wisc.edu/sites/default/files/resource/MODEL-tech-report-grades6to12-2012.pdfEvans, M., Jones, N., Leung, C., & Yongcan, L. (2016). EAL Assessment and Evaluation Framework. https://www.bell-foundation.org.uk/assets/Documents/GuidingPrinciplesofEALAssessment.pdf?1454412088Harsch, C., & Hartig, J. (2015). What are we aligning tests to when we report test alignment to the CEFR? Language Assessment Quarterly, 12(4), 333–362. https://doi.org/10.1080/15434303.2015.1092545Llosa, L. (2011). Standards-based classroom assessments of English proficiency: A review of issues, current developments, and future directions for research. Language Testing, 28(3), 367–382. https://doi.org/10.1177/0265532211404188

Student Preparedness for Reading Academic Texts in English at Swedish Universities
11:00AM - 12:30PM
Presented by :

Linda Eriksson, PhD Student, Örebro University

The use of English has been gaining ground in numerous educational contexts where another language was previously used (Gabriëls & Wilkinson, 2021). At university, students are frequently expected to engage with English texts even though the official medium of instruction is the local language. This shift toward English has resulted in new challenges for students, particularly for students who do not have the proficiency required to read English-language publications

(Cenoz, 2012). Previous research on academic reading in higher education has primarily focused on the faculty perspective (Gorzycki et al., 2020). In this paper, I illustrate the issue through the Swedish case by discussing the transition from upper secondary school to university, with a particular focus on first-year university students' experiences with academic texts in English in Swedish-medium instruction programmes. The ability to comprehend academic texts is one of the most important skills that university students who speak English as a second or foreign language need to acquire (Dreyer & Nel, 2003), but previous research has showed Swedish students understand less when the textbook is in English (Pecorari et al., 2011). The potential impact on student retention and academic success means there is a need for more attention to be paid to students' experiences with reading in higher education. This paper aims to remediate this issue by providing insights into students' perceptions and attitudes of English academic texts through a sequential explanatory design involving questionnaires and follow-up interviews. Results show that more than half of university students express negative attitudes toward reading in English and perceive reading in English to be considerably more difficult and time-consuming than reading in Swedish. Universities take it for granted that students have the ability to read academic texts in English without any support (Arnbjörnsdóttir, 2018), but I will argue that students' negative attitudes and self-reported challenges are related to a lack of preparation for reading academic English in upper secondary school. ReferencesArnbjörnsdóttir, B. (2018). Using English at university. In B. Arnbjörnsdóttir & H. Ingvarsdóttir (Eds.), Language development across the life span: The impact of English on education and work in Iceland (pp. 143-162). Springer.Cenoz, J. (2012). Bilingual educational policy in higher education in the Basque Country. Language, Culture and Curriculum, 25, 41-55.Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. System, 31(3), 349–365. Gabriëls, R., & Wilkinson, R. (2021). Two types of reflections about English as a medium of instruction. European Journal of Language Policy, 13(2), 161-180.Gorzycki, M., Desa, G., Howard, P. J., & Allen, D. D. (2020). "Reading Is Important," but "I Don't Read": Undergraduates' Experiences With Academic Reading. Journal of Adolescent & Adult Literacy, 63, 499-508.Pecorari, D., Shaw, P., Malmström, H., & Irvine, A. (2011). English textbooks in parallel language tertiary education. TESOL Quarterly, 45(2), 313-333.

11:00AM - 12:30PM

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Session 2B

Format : PhD Workshop

Speakers

Andreas Hiemstra, PhD Student, University Of Oldenburg

Natalia Nudga, PhD Student, Charles University

Gabriela Tavares, Integrated Members (without PhD), Universidade NOVA De Lisboa - CLUNL

Moderators

Jeffrey Steele, Associate Professor, University OfToronto Mississauga

Raphael Berthele, Université De Fribourg, Université De Fribourg

Agnieszka Otwinowska-Kasztelanic, Associate Professor, University Of Warsaw

Linguistic transfer between closely related languages in L3 acquisition (L1/L2 German/English – L3 Dutch)
11:00AM - 12:30PM
Presented by :

Andreas Hiemstra, PhD Student, University Of Oldenburg

Language learners can use their L1 or L2 when using their L3. This is known as linguistic transfer. There are two powerful factors affecting transfer into L3. Firstly, there is the psychotypological distance: the language with the perceived smaller typological distance (L1 or L2) influences L3 more strongly (Odlin, 1989; Kellerman, 1983). Secondly, there is the L2 status: L2 always influences L3 more than L1 (Williams & Hammarberg, 1998). It is unclear which factor is more relevant.This study tests these factors by investigating morphological and syntactic transfer between German, English and Dutch. Morphology and syntax have long been considered immune to transfer (cf. Odlin, 1989). Nevertheless, many instances have been observed in recent studies (cf. Jarvis & Pavlenko, 2008). The typological distance between German and Dutch is smaller than between English and Dutch. I hypothesise that the smaller (psycho)typological distance is the more dominant factor and that in language combinations where the (psycho)typological distance between L1 and L3 is smaller than between L2 and L3, transfer from L1 predominates.I designed an experiment using Dutch data that can pattern both as the corresponding German and English structure: (1) Superlatives:...dat de wilde appel de natuurlijkste/meest natuurlijke appel is. ...dass der wilde Apfel der natürlichste/*meist natürliche Apfel ist....that the wild apple is the *naturalest/most natural apple.(2) Word order in verb clusters:...dat de dame gedanst heeft/heeft gedanst....dass die Dame getanzt hat/*hat getanzt....that the dame *danced has/has danced.In a pilot study, 16 German learners of L3 Dutch (L2 English) took part in the experiment (self-paced reading task & grammaticality judgement task). Results show that indeed L1 patterns were preferred in L3 for both structures. At the moment, German learners of L3 Dutch (L2 English), British/American learners of L3 Dutch (L2 German) and native speakers of Dutch (baseline) are tested. The results will be included in the presentation.QuestionsHow to analyse and present the data in R in a meaningful way?How can I add to the debate on whether linguistic knowledge of different languages is separated in different memory systems or interconnected in a single memory system?How can I add to the debate on whether transfer is relevant in foreign language teaching and whether or not the psychotypologically closer language (L1 or L2) or always the L2 should play a central role in third language teaching? What didactic principles can be derived for foreign/third language teaching of Dutch? ReferencesJarvis, S., & Pavlenko, A. (2008). Crosslinguistic Influence in Language and Cognition. New York: Routledge.Kellerman, E. (1983). Now you see it, now you don't. In S. Gass & L. Selinker (Eds). Language Transfer in Language Learning (pp.112-134). Rowley, MA: Newbury HouseOdlin, T. (1989). Language Transfer. Cambridge, UK: Cambridge University PressWilliams, S. & Hammarberg, B. (1998). Language Switches in L3 Production: Implications for a Polyglot Speaking Model. Applied Linguistics, 19, 295-333

Russian accent in Czech: Stressing the word stress

11:00AM - 12:30PM

Presented by :

Natalia Nudga, PhD Student, Charles University

Co-authors :

Kateřina Chládková, Charles University

Sounding native in one's L2 remains an almost unachievable goal for many adult learners. Since perceived foreign accent stems not only from phoneme divergences but also from phonetic inaccuracies, the speech of L2 users can be judged as strongly accented despite of being highly intelligible (Munro & Derwing, 1995, Language Learning ; Trofimovich & Isaacs, 2012, Bilingualism: Language and Cognition). Sounding foreign can have consequences for the L2 speakers' status in the target society, and therefore phonetic training methods are needed that would decrease the L1 accent in the learner's L2 speech.We focus on L1 Russian learners of L2 Czech. The speech patterning of Russian and Czech differ in a number of salient aspects, such as word stress position and realization, role of vowel length, and consonant palatalization, and these account for the characteristic Russian accent in Czech. To determine the most salient markers of Russian accent in Czech, 10 Russian learners (5 f, mean age = 19 years, mean LOR = 1.6 years) were recorded reading a Czech passage and this material was used in a subsequent perception test. Native Czech listeners (n = 44) first rated the extent of foreign accent and then listed the speech phenomena which in their opinion revealed the non-Czech origin of the speakers. The mean scalar ratings of accentedness strongly correlated with the total count of deviations that the native judges commented on (ρ = 0.83, p= 0.003). The most frequently noticed deviations pertained to the position and phonetic implementation of word stress (lengthening of stressed syllables and reduction of unstressed ones), and, relatedly, to vowel quantity contrasts. Word stress was previously reported as a predictor of high accentedness rating for other L1-L2 language pairs, namely for L1 English speakers of L2 German (O'Brien, 2014, Language Learning), and for L2 English speakers with various L1s (Kang, 2010, System). Since in our experiment, the Russian learners' non-native implementation of various phonetic cues associated with word stress was particularly salient to native Czech listeners, in a subsequent experiment we examined how naïve Russian listeners perceive Czech word-level stress. As a next step towards developing an appropriate L2 speech training method we test how word stress in Czech is perceived by naïve Russian listeners in different contexts (when syllables do and do not differ in duration). We designed a perception test, in which listeners hear two- and three-syllabic non-existing words (e.g. [sapa]-[saːpa]-[sapaː]-[saːpaː]) produced by a native Czech speaker, and their task is to mark a syllable, which they consider to be stressed. Data collection is now underway and the results will be presented at the conference. The findings will help us understand which cues, besides vowel duration, Russian speakers use to determine the position of word stress. This will in turn help us design a teaching method that will enable them to perceive and learn the cues for word stress in Czech.

Acquisition of EP lexical stress by Hungarian speakers: a perceptual training

11:00AM - 12:30PM

Presented by :

Gabriela Tavares, Integrated Members (without PhD), Universidade NOVA De Lisboa - CLUNL

Co-authors :

Andrea Deme, Department Of Applied Linguistics And Phonetics ELTE & MTA-ELTE "Lendület" Lingual Articulation Research Group
Susana Correia, Member Of The Board Of Directors, CLUNL - Linguistics Research Centre Of NOVA University Lisbon

Hungarian is a syllable-timed language with fixed stress on the first syllable [1] and native speakers that exhibit stress 'deafness' [2]. In European Portuguese (EP), however, stress is an important feature for lexical distinctions. Other than being variable and contrastive, EP stress induces vowel quality changes [3].The present study compares the effectiveness of training for EP stress acquisition by Hungarian learners in two conditions: a) a training focused on suprasegmental cues exclusively, and b) a training focused on suprasegmental cues combined with segmental cues (reduced vowels). We predicted that the latter training yields more learning gains, as there are more acoustic cues, which make stress more readily accessible to listeners.To test this hypothesis, three groups of Hungarian learners completed three training programs, each consisting of six sessions of discrimination tasks. The training programs were equivalent in design and duration, differing only in the stimuli. In Group Stress (n=13), stimuli consisted of nonwords contrasting in stress only (e.g., ['bikulu]/[bi'kulu]). In Group Stress+Vowel (n=11), stimuli contrasted in stress but contained reduced vowels in unstressed position (e.g., ['zazɨ]/[zɐ'zɛ]). A Control group (n=11) received training in EP vowels, inserted in [zV] monosyllabic nonwords. The 35 participants were learners of EP (aged 18–33), with no previous studies in Portuguese. All the participants completed a pre-test and a post-test, before and after the training, respectively. The post-test included the same stimuli as the pre-test, as well as novel nonwords produced by novel speakers to assess generalization in learning. The pre-test and post-test consisted of discrimination tasks with CVCVCV non-words containing only [i] and [u]. Training effect was analyzed comparing the error rates of the pre-test, the repeted trials of the post-test and the novel trials of the post-test, using a linear mixed effect model.A significant Training × Intervention group interaction effect was found (F(4, 70)=4.84, p< .05), with pairwise comparisons showing that post-test scores were significantly higher than pre-test scores only in Group Stress (p< .05). No significant differences were found between the scores of the pre-test and the novel trials in the post-test, in either of the groups. These results do not confirm our hypothesis and suggest that a focus on suprasegmental features alone is effective in aiding Hungarian learners of EP in stress acquisition. In addition, the results of the generalization trials indicate that a six-session training may not be sufficient to develop abstract representations of stress that can be transferred to novel items.[1] Markó, A. (2017). Hangtan. In A. Imrényi, N. Kugler, M. Ladányi, A. Markó, Sz. Tátrai, & G. Tolcsvai Nagy (Eds.), Nyelvtan (pp.75–206). Budapest: Osiris. [2] Peperkamp, S., Vendelin, I., & Dupoux, E. (2010). Perception of predictable stress: A cross-linguistic investigation. Journal of Phonetics, 38(3): 422–430.[3] Pereira, I. (2020). Acento de palavra. In E. Raposo, M. Nascimento, M. Mota, L. Segura, A. Mendes, & A. Andrade (Eds.) Gramática do Português. Vol. III (pp. 3399–3425). Lisboa: Fundação Calouste Gulbenkian.

Session 2C
Format : PhD Workshop

Speakers
Lewis Baker, PhD Student , University Of Southampton

Mattia Zingaretti, PhD Researcher And Tutor, University Of Edinburgh

Elina Lehtilä, Doctoral Researcher, University Of Turku

Moderators
Monika Schmid, Head Of Department, University Of York

Tihana Kraš, Associate Professor, University Of Rijeka

Amanda Huensch, Assistant Professor, University Of Pittsburgh

The Role of Linguistic Input in Modelling L1 Grammatical Attrition
11:00AM - 12:30PM
Presented by :

Lewis Baker, PhD Student , University Of Southampton

Grammatical attrition refers to restructuring of L1 grammatical representations due to a change in a speaker's primary linguistic data (PLD) in adulthood. This study seeks to contribute to the theoretical modelling of this phenomenon by testing a recent and hitherto untested generative model of grammatical attrition: The Attrition via Acquisition Model (Hicks and Domínguez, 2020a, 2020b)In the model, the possibility of attrition is determined by the availability of intake (processed input) and the potential for Feature Reassembly (FR) (Lardiere, 2009) of a previously acquired L1 structure. Two broad predictions follow this. Firstly, attrition is facilitated where the L2 is more similar to the L1. Secondly, attrition is in principle only possible for an L1 structure which has an analogous/equivalent L2 form which differs in its respective feature specifications, allowing for FR and thus attrition of the L1 structure. Based on discussions within Hicks and Domínguez (2020b), this study also investigates the hypothesis that attrition is further facilitated for L1 structures which would need to undergo less complex FR to match the feature specifications of the corresponding L2 structure. To investigate the role of intake in attrition, this study tests three groups of L1 German late-sequential bilinguals with minimum 10 years residence in either the Netherlands, the UK, or Spain, starting in adulthood. To investigate the role of FR, two grammatical structures per language are investigated. The structures differ in the relative complexity of FR required for them to attrite (see table below). Experimental Design and Predictions:Properties are tested by means of bimodal Acceptability Judgement Tasks (AJTs). Each AJT tests two properties and has a German version and an equivalent in the corresponding L2. Potential attriters complete both L1 and L2 versions of the relevant AJT, which allows further investigation of the relationship between L2 acquisition and L1 attrition. As well as a native German control group, this study also uses three control groups consisting of native speakers of Dutch, English or Spanish. All controls complete the AJTs version(s) for their respective L1s only. Comparison of the attriters' German AJT results to both the L1 and relevant L2 control group results allows us to confirm statistically not only whether the attriters' L1 grammars diverge from L1 grammars, but also whether they converge on L2 patterns for these properties. There will be 20-30 participants per group. Potential attriters' AJT results will be compared statistically both within and across language groups to investigate the role of intake and FR in attrition. Online data collection is underway, and complete results are expected by the time of the conference. References:Hicks, G. and Domínguez, L. (2020a) 'A model for grammatical attrition', Keynote Article in Second Language Research, 36(2), pp. 143–165. doi: 10.177/0267658319862011.Hicks, G. and Domínguez, L. (2020b) 'Modelling L1 grammatical attrition through language acquisition: A reply to comments', Second Language Research, 36(2), pp. 231–239. doi: 10.177/026765831989785.Lardiere, D. (2009) 'Some thoughts on the contrastive analysis of features in second language acquisition', Second Language Research, 25(2), pp. 173–227. doi: 10.1177/0267658308100283.Suggested questions for Doctoral Workshop discussion: What is the importance of the Input/Intake distinction in attrition and acquisition?How has participant recruitment and data collection been carried out entirely online? What steps have been taken to ensure data quality has been maintained? Why is a Feature Reassembly approach adopted, and how can we formalise the complexity of the Feature Reassembly 'task' in attrition and acquisition?

The Dynamics of Late Bilingualism: First Language Change in Adult Language Learners
11:00AM - 12:30PM
Presented by :

Mattia Zingaretti, PhD Researcher And Tutor, University Of Edinburgh

Much research in first language (L1) attrition examines the changes that happen in the L1 as a result of long-term use and exposure to a second language (L2), usually in the context of migration to an English-speaking country (e.g., Schmid, 2002). Studies scrutinising changes in L1 English are thus rare, with most research focusing on only one L1 domain while disregarding others (cf., syntax in Tsimpli et al., 2004; the lexicon in Linck et al., 2009), often also overlooking what happens in the L2. This study hence bridges the examination of L1 changes and L2 acquisition by looking at three language domains in parallel (i.e. the lexicon, the syntax-discourse interface, and prosody) within the same English-speaking (adult) learners of Italian. To further disentangle the effects of L2 immersion from L2 proficiency, we test one group of highly-proficient classroom-based learners in the UK, and one group of long-term expats in Italy. For lexical retrieval, we use verbal fluency tasks in both languages, and adapt a translation-recognition task from Sunderman & Kroll (2006); for the syntax-discourse interface (cf. Sorace and Filiaci, 2006), we test the resolution of ambiguous pronouns and relative-clause attachment through a self-paced reading task in both languages; for prosody, we analyse perceived relative prominence in speakers' responses in a picture-naming task adapted from Krahmer and Swerts (2001) in both languages. We gather background measures with a detailed language experience questionnaire (LEAP-Q integrated with questions probing attitudes and motivation), language proficiency tests (LexTALE and LexITA), as well as cognitive measures (a reading-span task for working memory). Along with logistic regressions and linear mixed models used to analyse data in each domain, we carry out a final analysis to synthesise all results to ultimately understand the relationship between L2 acquisition and L1 change across language

domains within the same bilingual individuals.1Keywords: second language acquisition, late bilingualism, first language attrition, lexical retrieval, interface structures, prosody1The data is being analysed as of January 2022. Data analysis will be completed by the time of the Conference in August 2022.ReferencesKrahmer, E., & Swerts, M. (2001). On the alleged existence of contrastive accents. Speech Communication, 34(4), 391–405.Linck, J. A., Kroll, J. F., & Sunderman, G. (2009). Losing access to the native language while immersed in a second language: evidence for the role of inhibition in second-language learning. Psychological science, 20(12), 1507–1515. Schmid, M. (2002). First Language Attrition, Use and Maintenance: The case of German Jews in Anglophone countries. Sorace, A., & Filiaci, F. (2006). Anaphora resolution in near-native speakers of Italian. Second Language Research, 22(3), 339–368.Sunderman, G., & Kroll, J. F. (2006). First language activation during second language lexical processing: An Investigation of Lexical Form, Meaning, and Grammatical Class. Studies in Second Language Acquisition, 28(3), 387–422. Tsimpli, I., Sorace, A., Heycock, C. & Filiaci, F. (2004). First Language Attrition and Syntactic Subjects: A Study of Greek and Italian Near-Native Speakers of English. International Journal of Bilingualism. 8(3), 257-277.

Multilingual speakers' perceived fluency: The effects of cross-linguistic differences and individual speaking style on L2 and L3 fluency assessment

11:00AM - 12:30PM
Presented by :

Elina Lehtilä, Doctoral Researcher, University Of Turku

Speech fluency is an essential part of second language (L2) proficiency and assessment. In second language acquisition (SLA) research, fluency refers to the smoothness and effortlessness of speech (Lennon, 1990), and it has traditionally been examined with respect to three dimensions: objective temporal features of speech (utterance fluency), subjective listener ratings of fluency (perceived fluency), and cognitive processes underlying speech production (cognitive fluency; Segalowitz, 2010). There has also been a growing research interest in the connections between first language (L1) and L2 utterance fluency (e.g., Duran-Karaoz & Tavakoli, 2020; Peltonen, 2018), but examining learners' speech fluency across multiple first and target languages (L2, L3...) and cross-linguistic influences on L2 fluency have thus far received little attention. In particular, the potential influence of L1 speaking style on L2 and L3 perceived fluency has not yet been investigated. The present study addresses these gaps by providing a multilingual perspective on fluency by examining the effects of cross-linguistic differences and individual speaking style on both L2 and L3 perceived fluency across typologically different L1s (Finnish, Swedish).The first data set in the study (collected in 2020–2021) consists of speech samples from Finnish-speaking (n = 20; Group 1) and Finnish-Swedish bilingual (n = 10; Group 2) university students, who all provided monologue samples in Finnish (L1), English (L2) and Swedish (L3 in Group 1, L1 in Group 2). The second data set (collected in spring 2022) consists of fluency assessments of the L2 and L3 speech samples from pre-service teachers of English and Swedish. The study employs a unique research design where half of the raters have access to the learners' L1 speech (experimental group) while half base their assessments solely on L2/L3 speech (control group). Research questions are:To what extent are L2 and L3 utterance fluency measures correlated with L2 and L3 fluency ratings?How does learners' L1 background influence their L2 fluency assessments?How does information about learners' L1 speaking style influence their L2 and L3 fluency assessments?The data analyses will focus on the correlations between fluency ratings and utterance fluency measures based on the speech samples (articulation rate and frequency and duration of mid-clause silent pauses and corrections) and the differences in ratings depending on the learners' L1 background and between rater groups (experimental vs. control group). The analyses will be completed before the conference, and preliminary results will be discussed in the presentation.Questions for the discussant: How well do the chosen research methods match the research questions? What other analysis methods could be applied to the data set?References:Duran-Karaoz, Z., & Tavakoli, P. (2020). Predicting L2 fluency from L1 fluency behavior: The case of L1 Turkish and L2 English speakers. Studies in Second Language Acquisition, 42(4), 671–695. Lennon, P. (1990). Investigating fluency in EFL: A quantitative approach. Language Learning, 40(3), 387–417.Peltonen P. (2018). Exploring connections between first and second language fluency: A mixed methods approach. The Modern Language Journal, 102(4), 676-692. Segalowitz, N. (2010). The cognitive bases of second language fluency. New York: Routledge.

11:00AM - 12:30PM

3120

Session 2D

Format : PhD Workshop

Speakers
Noémie Baulande, PHD Student, Université De Toulouse Jean Jaurès
Anne-Mieke Thieme, PhD Student, University Of Amsterdam

Moderators
Henrik Gyllstad, Associate Professor, Lund University
Elisabet Pladevall Ballester, Senior Lecturer, Universitat Autònoma De Barcelona

Switching languages or registers: on the similarities between single and dual language lexical access

11:00AM - 12:30PM
Presented by :

Noémie Baulande, PHD Student, Université De Toulouse Jean Jaurès

Co-authors :

Barbara Köpke, University Of Toulouse Jean Jaurès

In psycholinguistic and L2 studies, a key mechanism brought up to tackle the issue of accessing the right language at the right time is that of language control. Thus far, language control processes have been widely considered to be specific to the bilingual brain. However, recent studies (Declerck et al. 2020) suggest there might be more similarities than expected between bilingual and monolingual lexical access. Control mechanisms could also be at

work in monolinguals, specifically when it comes to using different speech registers. Three experiments will be conducted to investigate whether the control processes involved in bilingual lexical access could also be implemented in a single language context to control speech registers. Our participants are French-English bilinguals presenting different degrees of bilingualism. Bilingualism will be analyzed as a continuous variable to examine the evolution of the processes with L2 proficiency. Our lexical decision task is aimed at exploring the similarities in the links between two languages and two speech registers of the same language. Using the masked priming technique, we will compare the effect of 4 priming stimuli on the recognition of a target word: 1) a translation equivalent, 2) an informal variant, 3) a semantic associate, 4) a control word. The comparison of the RTs in the different conditions should reveal whether the processing of a register variant is closer to the processing of a translation equivalent or to the one of a semantic associate, thereby giving us insight upon the status of speech registers in the mental lexicon. Our switched naming task provides an experimental setting to investigate the overlap of control mechanisms during lexical access in single and dual language context. Following the methodology of Declerck et al. (2020), participants will name pictures alternating a) French and English and b) formal and informal French. RTs will be analyzed and switch costs compared in both conditions. If switch costs are similar for the between-languages and the between-speech-registers conditions, then similar control mechanisms could be involved in single and dual language context. The results obtained by Declerck et al. (2020) partly support this hypothesis but need to be replicated.Finally, since ecological data on language switching are scarce, we will use a picture description task to investigate both language and register switching. In the bilingual condition, participants will describe 6 illustrations a) in French, b) in English, c) alternating French and English between pictures. In the monolingual condition, the same procedure will be used with formal and informal French. Comparing the disfluencies produced in each condition should tell us whether controlling the speech register or the language of production has a similar cost in natural conditions. This study should contribute to the understanding of language cognition in its relation to both the context of communication and the linguistic profile of the L2 learner.Declerck, M., Ivanova, I., Grainger, J., Duñabeitia, J.A. (2020). Are similar control processes implemented during single and dual language production? Evidence from switching between speech registers and languages. Bilingualism: Language and Cognition, 23, 694–701.

Young multilingual children's peer interactions in daycare
11:00AM - 12:30PM
Presented by :

Anne-Mieke Thieme, PhD Student, University Of Amsterdam

Co-authors :
Sible Andringa, University Of Amsterdam
Josje Verhagen, University Of Amsterdam
Folkert Kuiken, University Of Amsterdam, University Of Amsterdam

Peer interactions in daycare can contribute to young multilingual children's language development, although this depends on who they interact with and how much (Washington-Nortey et al., 2020). There is preliminary evidence that children's language background and proficiency may influence the nature of peer interactions. Specifically, earlier research, including our own teacher surveys, indicates that multilingual children may in some cases experience difficulty connecting with their peers, especially if their daycare language proficiency is low (Cekaite & Evaldsson, 2017; Dominguez & Trawick-Smith, 2018). In those cases, they might find recognition in other children with the same home language (Feng et al., 2004; Kyratzis, 2010). However, evidence is often anecdotal, and sometimes contradictory. Therefore, we aim to shed more light on the effect of children's multilingualism on peer networks and peer interactions in daycare by looking at both quantitative and qualitative aspects of interaction. Specifically, we aim to answer the following questions to what extent are language background and proficiency related to who multilingual children interact with and how much, and how do these factors affect the nature of such interactions? We are collecting observations of peer interactions of over 100 young children (2-4 years old), who attend approximately 15 different daycare groups in the Netherlands. These daycare groups are multilingual in composition, and diverse in terms of socioeconomic status and geographic location. Free play episodes are collected on two days in every group with video cameras and a specifically designed social network analysis app (Thieme & Thieme, 2021). We are using these data for two analyses. The first is a social network analysis of multilingual children's peer interactions: how much they interact with peers and who they interact with, while controlling for child and group characteristics (e.g., age, gender, sociability, composition of the group in terms of language backgrounds). This social network analysis is based on observation and valued exponential random graph models (Krivitsky, 2012), which to our knowledge has not previously been applied to multilingualism research. The videotaped interactions will also be analysed using a grounded theory approach (Glaser & Strauss, 1967). We will examine how language background and proficiency shape these interactions, for example in terms of home language use and peer play access strategies. The results of both analyses will help to show to what extent multilingualism impacts peer interactions in this very young age group. In this presentation, we will present the preliminary results, with the aim of discussing the following questions: The daycare groups in our study are very different from each other in terms of composition. How might this impact our analysis and interpretation of results? Are there any control variables that we are missing, or conversely, that should not be included? In which ways can we relate the results of the two methods of analysis to each other?

12:30PM - 01:30PM	*Lunch*
Cafeteria	

01:30PM - 03:30PM	**Language Learning Round Table: Corpora as resource for second language**
Aula Magna	**research and teaching. Opportunities and challenges (part 1)**

Format : Language Learning Roundtable

Speakers

Kevin McManus, Associate Professor, The Pennsylvania State University

Isabelle Racine, Université De Genève

Moderators

Katharina Karges, Institute Of Multilingualism (University Of Fribourg)

The use of corpora is a traditional tool for studying second language development and acquisition. The creation of the large longitudinal corpus within the ESF project (Perdue 1993), for example, has had a major impact on research in the field of SLA. The advent of the Internet and especially the possibility of storing and sharing large databases has facilitated access to corpora. As a result, the beginning of the 21st century has seen the rise of corpus linguistics, as well as the development of software to facilitate transcription and coding (e.g. CLAN, MacWhinney 2002), and tools for automatic data analysis (e.g. TreeTagger).This digital evolution has stimulated approaches that focus on language as "parole"/"speech", such as the usage-based approach (Bybee 2008, N. Ellis 2002). Furthermore, the possibility of comparing target language corpora with learner production has brought about a better understanding of the role of input in second language acquisition.

Methodology and design in corpus-based SLA research
01:40PM - 02:20PM
Presented by :

Kevin McManus, Associate Professor, The Pennsylvania State University

Understanding the ways in which speakers use an additional language and how that ability emerges and changes over time constitutes a major focus of SLA research to date. A dominant approach to investigating this question has involved studies of production, which have documented how speakers use specific linguistic features (e.g., articles), multi-word combinations, as well as broader linguistic and/or discourse-level patterns. One particularly fruitful method for researching L2 usage includes corpus linguistic analyses of learner corpora. Not only has corpus-based SLA majorly informed what we know about the routes and rates of L2 learning, including specific roles for context, input, and individual factors in learning, but these approaches have helped refine and advance theories about L2 learning. However, despite these well-documented strengths and the considerable potential of corpus-based SLA research for growing the field, reviews have repeatedly noted limitations in the design, documentation, and exploitation of learner corpora. These concerns appear particularly acute for longitudinal research given the desire/need to document and compare L2 abilities over extended periods of time. In this presentation, I focus on the design and implementation of tasks in corpus-based SLA research, drawing on recent investigations of how L2 abilities emerge and develop using cross-sectional and longitudinal learner corpora. I pay particular attention to longitudinal research designs given (i) their rarity and (ii) their importance for better understanding the processes of L2 learning. Recommendations for the design and implementation of tasks in corpus-based SLA research are proposed.

From L1 to L2 phonological corpora: methodological lessons from the (I)PFC experience
02:20PM - 03:00PM
Presented by :

Isabelle Racine, Université De Genève

Co-authors :

Sylvain Detey, Professor Of Applied Linguistics And French Studies; Vice Dean Of GSICCS, SILS & GSICCS, Waseda University (Tokyo, Japan)

With the development of corpus linguistics and data-based applied linguistics in the 1990s, the number of learner corpora worldwide has risen steadily over the past two decades, with a strong focus on lexical and grammatical constructions. It is only recently that the movement bridging corpus linguistics and second language phonology started to gain momentum (Gut 2014), especially from an educational perspective (Biber 2019, Detey 2020). In the field of French corpus phonology, the PFC project (Phonologie du Français Contemporain: usages, variétés et structure), which was launched more than twenty years ago (Durand, Laks, Lyche 2002), stands as a rather unique research program. Originally designed to refresh L1 French phonology data through a Labovian network of comparable surveys across the French-speaking world, it has led to both educational (PFC-EF) and SLA research-oriented (IPFC) (Detey & Kawaguchi 2008; Racine et al. 2012) offshoots over the past 15 years. Adjusting the PFC research protocol and processing guidelines (Racine et al. 2011) from native to non-native data proved to be both challenging and inspiring vis-à-vis the objectives and the multidisciplinary nature of the L2 branch of the project. In this presentation, we will describe how these adjustments took place, with a particular focus on the tasks involved in our recording protocol as well as on the value of data comparability across different populations of native and non-native speakers, which we will illustrate with data from both the PFC and the IPFC corpora.ReferencesBiber, D. (2019). Corpus analysis of spoken discourse. Research findings, prospects, implications for teaching. Plenary talk. PSLLT2019. Flagstaff: Northern Arizona University.Detey, S. (2020). Teaching and language corpora: what of pronunciation? Insights from French. Plenary Talk. 14th Teaching and Language Corpora conference (TaLC2020). Perpignan: University of Perpignan.Detey, S. & Kawaguchi, Y. (2008). Interphonologie du Français Contemporain (IPFC) : récolte automatisée des données et apprenants japonais. Journées PFC : Phonologie du français contemporain : variation, interfaces, cognition. Paris : MSH.Durand, J., Laks, B., and Lyche, C. (2002). La phonologie du français contemporain : usages, variétés et structure. In: C. Pusch, and W. Raible (eds), Romance Corpus Linguistics – Corpora and Spoken Language. Tübingen: Gunter Narr Verlag, 93-106.Gut, U. (2014). Corpus phonology and second language acquisition. In: J. Durand, U. Gut, and G. Kristoffersen (eds), The Oxford Handbook of Corpus Phonology. Oxford: Oxford University Press, 286-301.Racine, I., Detey, S., Zay, F., and Kawaguchi, Y. (2012). Des atouts d'un corpus multitâches pour l'étude de la phonologie en L2 : l'exemple du projet « Interphonologie du français contemporain » (IPFC). In: A. Kamber, and C. Skupiens (eds), Recherches récentes en FLE. Bern: Peter Lang, 1-19.Racine, I., Zay, F., Detey, S. and Kawaguchi, Y. (2011). De la transcription de corpus à l'analyse interphonologique : enjeux méthodologiques en FLE. In : G. Col, and S.

N. Osu (eds), Transcrire, écrire, Formaliser. Rennes : Presses Universitaires de Rennes. Travaux Linguistiques du CerLiCO 24 : 13-30.

03:30PM - 04:00PM

Foyer

Coffee break

04:00PM - 06:00PM

Aula Magna

Language Learning Round Table: Corpora as resource for second language research and teaching. Opportunities and challenges (part 2)

Format : Language Learning Roundtable

Speakers

Nina Selina Hicks, Institute Of Multilingualism

Thomas Michael Cobb, Université Du Québec à Montréal

Moderators

Isabelle Udry, Research Manager, Institute Of Multilingualism (University Of Fribourg)

The use of corpora is a traditional tool for studying second language development and acquisition. The creation of the large longitudinal corpus within the ESF project (Perdue 1993), for example, has had a major impact on research in the field of SLA. The advent of the Internet and especially the possibility of storing and sharing large databases has facilitated access to corpora. As a result, the beginning of the 21st century has seen the rise of corpus linguistics, as well as the development of software to facilitate transcription and coding (e.g. CLAN, MacWhinney 2002), and tools for automatic data analysis (e.g. TreeTagger).This digital evolution has stimulated approaches that focus on language as "parole"/"speech", such as the usage-based approach (Bybee 2008, N. Ellis 2002). Furthermore, the possibility of comparing target language corpora with learner production has brought about a better understanding of the role of input in second language acquisition.

Families v. lemmas as the counting unit in pedagogical word lists

04:00PM - 04:40PM

Presented by :

Thomas Michael Cobb, Université Du Québec à Montréal

The main use of corpora in language instruction is to provide various types of word lists. The intuitive word lists of bygone days are now replaced by objective lists extracted from corpora by computer software (such as concordancers) and deployed by researchers, teachers, and learners via computer software (such as lexical profilers). Corpus lists still involve judgments, however, mainly to do with the way their words will be assembled into groups. Early computational lists were mainly word family based, but in the past 10 years the word family has come under criticism and the lemma proposed as its replacement. (Families are the inflected plus derived forms of a head word; lemmas are inflected forms only.) Despite acceptance in principle of the lemma as the basis of pedagogical word lists by many researchers, however, there is as yet no fully worked out example of what a comprehensive lemma list would look like or how it would function. My talk will provide such an example. Based on my work with word lists on the Lextutor website, I will outline the main uses language practitioners make of such lists and show how a pure lemma approach would not work for any of them. I will conclude by proposing a word unit and technology for providing it which is neither family nor lemma but a principled synthesis of both.

The interplay of task variables, linguistic measures, and human ratings: Insights from the multilingual learner corpus SWIKO

04:40PM - 05:20PM

Presented by :

Nina Selina Hicks, Institute Of Multilingualism

Co-authors :

Thomas Studer, Universität Freiburg

The proficiency of foreign language learners is often evaluated based on their productions. However, the complex interplay between task-, learner- and rater-related variables continues to challenge teachers and researchers alike. As such, open questions remain in regards to the extent to which individual texts can reliably and adequately represent the linguistic competence of a learner, and which text measures are associated with the human rating of a learner production's quality.We aim to address these questions for lower-level proficiency learners based on SWIKO, a multilingual learner corpus currently being developed at the Institute of Multilingualism, Fribourg (CH). The corpus comprises of oral and written productions by Swiss lower secondary school students both in their language of schooling and foreign languages. Participants completed eight communicative tasks which systematically vary by genre, topic, and structuredness, therefore allowing to disentangle the effects these task features may exert on the productions. Following the collection and corpus linguistic processing of the data, prospective foreign language teachers rated a part of the productions based on the scales of the Common European Framework of Reference (CEFR, adapted and partly validated for young learners). Focusing on the written texts in German and French as foreign languages, we present preliminary findings on the connection between (corpus-)linguistic measures and human ratings, as well as the role of different task features in this relationship.

06:00PM - 08:00PM *PhD Evening*

08:00AM - 08:30AM

Foyer

Registration

08:30AM - 09:00AM

Aula Magna

Conference opening

Prof. Dr Raphael Berthele, Local Organising Committee Chair EuroSLA 2022, University of FribourgProf. Dr Katharina Fromm, Vice-Rector Research and Innovation, University of FribourgDr Clare Wright, President of the EuroSLA Executive Committee, University of Leeds

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09:00AM - 10:00AM

Aula Magna

Out-of-school language learning from foreign language media

Format : Keynote talk

Speakers

Elke Peters, University Of Leuven

Moderators

Anita Thomas, Professor, University Of Fribourg

There is an increased interest in language learners' use of foreign language media and its relationship with language learning (e.g., Dressman & Sadler, 2020; Nunan & Richards, 2015; Reinders, Lai, & Sundqvist, 2022). Studies on the benefits of audiovisual input are gaining traction in the field of second language acquisition (e.g., Montero Perez, 2022; Peters & Muñoz, 2020). In addition, a growing number of studies have started to focus on the link between learners' engagement with foreign language media outside of school and foreign language development. Given the limited classroom time for foreign languages, the use of foreign language media outside of school has been advocated as a way to increase learners' language contact (e.g., Webb, 2015). In this talk, I will highlight some of the recent research into out-of-school language learning from media that has been carried out with different age groups. I will show how media and especially English language media play a role in language learners' everyday lives. I will provide an overview of the different out-of-school language activities (gaming, watching foreign language tv, using foreign language social media, reading) that language learners typically engage in and how the popularity of these activities may change with age.I will draw on my own and colleagues' recent work on out-of-school language learning to show the learning potential of media for different aspects of language learning and vocabulary in particular. This talk will also address how language learning outside of school relates to language learning inside of school. Specific attention will be paid to the research conducted in Flanders with young learners who have not received any English lessons yet. Flanders (the Dutch-speaking region in Belgium) makes an interesting case for studying how learners can pick up a foreign language (English) from mere exposure and interaction because Flanders has a late starting age for English in school (grade 7 or 8). However, because of the omnipresence of English in popular media, many Flemish learners are exposed to large amounts of English-language input in different types of media before they start learning English in schools.My talk will end with a methodological reflection on the research into out-of-school language learning from popular media and with potential avenues for future research.ReferencesDressman, M. & Sadler, R.W. (2020). The handbook of informal language learning. Wiley.Nunan, D. & Richards, J.C. (2015). Language learning beyond the classroom. Routledge.Montero Perez, M. (2022). Second or foreign language learning through watching audio-visual input and the role of on-screen text. Language Teaching, 1-30. Peters, E. & Muñoz, C. (2020). Introduction to the special issue. Language learning from multimodal input. Studies in Second Language Acquisition, 42(3), 489-497.Reinders, H., Lai, C., & Sundqvist, P. (2022). The Routledge handbook of language learning and teaching beyond the classroom. Routledge.Webb, S. (2015). Extensive viewing: Language learning through watching television. In Nunan, D., & Richards, J. C. (Eds.), Language learning beyond the classroom (pp. 159–168). Routledge.

10:00AM - 10:45AM

Aula Magna

Poster session 1

Format : Poster session

Speakers

Aaricia Herygers, Student, University Of Groningen

Tesni Galvin, PhD Student , Swansea University

Jean-Marc Dewaele, Professor Of Applied Linguistics And Multilingualism, Birkbeck, University Of London

Josje Verhagen, University Of Amsterdam

YASIR ALMUKHAIZEEM, University Of York

Simona Bora, University Of Essex, University Of Essex

Bohyon Chung, Lecturer, Hanbat National University

Maja Milicevic Petrovic, Associate Professor, University Of Bologna

Daniel Jach, Lecturer, Southwest Jiaotong University

Elien Prophète, PhD Student, KU Leuven

Language Learning Motivation of Flemish Secondary-School Students
10:00AM - 10:45AM
Presented by :

Aaricia Herygers, Student, University Of Groningen

Co-authors :

Elke Peters, University Of Leuven

In light of the decreasing number of language students in Flemish higher education (Paelinck, 2017) and the substantial influence of motivation on language learning (Dörnyei, 1994), the aim of this study is to examine the motivations of Flemish students in the final stage of secondary education to learn German (n = 1534) and English (n = 648). In an online survey based on Kissau et al. (2019), students were able to indicate their motivation, which was divided into nine subtopics including course evaluation and self-efficacy, on a five-point Likert scale. Through quantitative analyses such as analyses of variance and Welch tests, the study seeks to compare the motivations for both languages to one another, as well as study how gender, socioeconomic status, and education type influence motivation. Moreover, student answers to open questions give further insights into the impact of the coronavirus pandemic on language learning motivation and the disparity between German and English motivation. The study has found that students were less motivated to learn German than they were to learn English. A difference in motivation was also found across gender: while female students had a greater desire to learn German, male students were more confident in their foreign language abilities. Further findings will be of particular interest to foreign language teachers, policymakers, and researchers.Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. The Modern Language Journal, 78(3), 273–284.Kissau, S., Wang, C., Rodgers, M., Haudeck, H., & Biebricher, C. (2019). The motivational profile of adolescent foreign language learners: An international comparison. International Journal of Language Studies, 13(1), 19–40.Paelinck, G. (2017, January). Hogescholen winnen aan populariteit ten opzichte van universiteiten. VRT NWS. https://www.vrt.be/vrtnws/nl/2017/01/19/hogescholen_winnenaanpopulariteittenopzichtevanuniversiteiten-1-2869144/

Effects of Mobile-Assisted Language Learning: A Study on the Relationship between Motivation and Development in Adult Second Language Learners of English in South Korea
10:00AM - 10:45AM
Presented by :

Bohyon Chung, Lecturer, Hanbat National University

Co-authors :

Hyun Kyung Miki Bong, Professor, Ritsumeikan University

Increasing attention has been given to the incorporation of mobile technology for second language (L2) learning and teaching context. In respect of measuring learners' readiness to some extent, this study investigates the effect of Mobile Assisted Language Learning (MALL) on both motivation (learning attitude) and development (learning outcome) in adult Korean undergraduates learning English as a foreign language.Current meta-analytical researches indicate that integrating mobile devices with teaching and learning yielded the impact on students' performance, but information on the influence of mobile assisted L2 pronunciation practice on cognitive and affective domains is scarce. Thus, our research aims to fill the gap in MALL studies of their benefits, addressing the two research questions: (1) whether implementing artificial intelligence (AI) assisted applications as Google Assistant or Apple's Siri in L2 pronunciation training contributes to enhancing L2 listening proficiency, and (2) to increase L2 learning motivation. As of 2021, 74 Korean-speaking learners of English in the three intact writing classes were randomly assigned into three groups: Control (N = 25), Intervention Groups I (N = 25) where provided with a 4-week of explanation about Korean-accented English (KoE), and Intervention Group II (N = 24) where received the 4-week a mobile application pronunciation training along with the KoE explanation. A listening test and the questionnaire survey adopted from Attitude and Motivation Test Battery (AMTB) (Gardner, 1985) were administered ten weeks apart using pre- and post-test design. The motivation part of AMTB was used and consisted of a 20-item questionnaire measuring two motivational dimensions of language learning motivation: Motivational Intensity (MI) and Desire to Learn English.Our results indicate that the mobile-assisted pronunciation practice made an improvement on L2 listening proficiency as well as motivational level. When the scores between pretest and posttest for the listening test using a repeated measure ANOVA test for each group, it was only in Intervention Group II (those practiced with AI mobile app) that the difference between the listening test scores was significant, Mean Difference (MD) = 7.667 (11.2%), F(1.60, 36.8) = 9.60, p < .01.Similarly, paired-t-tests of the two motivational dimensions show that the learners' motivational levels in Intervention Group I and Control Group generally remained the same moderate level in pre- and post-test even with some slight increases: Intervention Group I MD = 1.12 (2.82%); Control Group MD = 0.24 (0.57%). However, the findings showed a significant improvement in the mean scores on MI before and after an instruction using mobile applications, MD = 3.04 (14.8%), t(23) = -3.187, p = .004.These results clearly show that L2 pronunciation training using AI-assisted mobile applications benefits not just the L2 listening proficiency (cognitive level) but also improves motivational

intensity for L2 learning (affective domain), suggesting that MALL instruction should be encouraged in L2 teaching and learning.Gardner, R. C. (1985). Social psychology and second language learning. London: Arnold.

Educating students for SLA-related research in and beyond academia: Insights from the UPSKILLS project
10:00AM - 10:45AM
Presented by :

Maja Milicevic Petrovic, Associate Professor, University Of Bologna

For over a decade, the field of second language acquisition has been distinguished by increasing methodological awareness (a "methodological turn", as defined by Byrnes 2013: 825), reflected in careful considerations of research quality, especially in terms of study design, quantitative analysis and results reporting. Parallel attention has been dedicated to researcher training, through workshops, summer schools and publications (a notable example being the papers in Plonsky 2015). While this trend is undoubtedly a positive and an important one, it is characterised by a heavy focus on academia, including an emphasis on graduate students (see e.g. Plonsky 2020), and excluding both undergraduate students and industry positions related to second languages. This paper builds on these existing trends by presenting the results of the Erasmus+ project UPgrading the SKIlls of Linguistics and Language Students - UPSKILLS, a strategic partnership between higher education and research institutions from Malta, Serbia, Croatia, Italy, Austria, the Netherlands and Switzerland. The project seeks to identify and tackle the skill gaps of linguistics and language students, with the goal of making their university education, starting from the BA level, more compatible with the requirements of the contemporary job market. The project grew out from combined academia and industry insights related to the changes in the way the study of language(s) can be and frequently is approached in the era of big data and artificial intelligence. The focus of the paper is on the relevance of the UPSKILLS' results specifically for students in SLA-related courses, particularly BA students who are likely to opt for an SLA-related career. Findings will be presented of an extensive needs analysis, which included a survey of existing language and linguistics curricula across European universities, as well as questionnaires for and interviews with representatives of the language industry. These findings, summarised in the format of a new target professional profile for language and linguistics students, that of language data and project specialist, point to the need for including, in language-related curricula, not only more quantitative data analysis, but also (largely) novel areas such as programming and machine learning, as well as more practical tasks similar to those typically required in companies (e.g., language data annotation and curation). A set of open access teaching/learning materials will also be presented, which are currently being developed for areas identified as in need of enhancement, and which are intended as supporting resources to be embedded in existing programmes of study, either within current courses or as new curriculum components. Finally, an interactive tool that connects the language data and project specialist profile to the teaching/learning materials will be showcased and ways in which it can help SLA lecturers will be illustrated.ReferencesByrnes, H. (2013). Notes from the Editor. The Modern Language Journal 97(4). 825-827.Plonsky, L. (Ed.) (2020). Professional Development in Applied Linguistics: A guide to success for graduate students and early career faculty. Amsterdam: John Benjamins.Plonsky, L. (Ed.) (2015). Advancing Quantitative Methods in Second Language Research. New York and London: Routledge.

Usage-based grammatical descriptions effectively scaffold explicit foreign language learning depending on description type, proficiency, and context: A classroom-based experimental study
10:00AM - 10:45AM
Presented by :

Daniel Jach, Lecturer, Southwest Jiaotong University

Recent linguistic research on language acquisition has highlighted and significantly advanced our understanding of implicit learning from language use but has not in equal measures contributed to enhancing teaching practices. This is partially because the focus of applied research has been on instructed learning and most teaching practices rely in one way or another on learners' explicit knowledge about their target language. The purpose of the current study is to adopt insights from recent linguistic research for instructed classroom teaching and to determine whether foreign language learners are able to use usage-based descriptions as explicit knowledge basis for approaching unfamiliar grammatical domains of their target language. In an experimental mixed-design decision task, two groups of adult Chinese learners of German received worksheets with usage-based descriptions of case alternation in the context of two-way prepositions, illustrated in (1). a. Die Mönche reisen in die Gelben Berge. / the monks travel in the-ACC Yellow Mountains / "The monks travel to the Yellow Mountains."b. Die Mönche reisen in den Gelben Bergen. / the monks travel in the-DAT Yellow Mountains-DAT / "The monks travel in the Yellow Mountains."As seen in (1), accusative occurs with telic movement that crosses into a region (1a), whereas dative indicates atelic movement inside a bounded region (1b). This difference in meaning is described in cognitive grammar by different image schema diagrams (Langacker 1999). On the other hand, recent corpus-linguistic research suggests that in many contexts case is determined not by meaning but by lexical usage patterns involving clusters of typical verbs and specific prepositions (Jach 2021). The descriptions were followed by lists of target instances from different authentic contexts and then participants had to decide on the target case by matching descriptions to instances. The results of uni- and multivariate analyses indicated that the learners were able to use both image schema diagrams and lexical prototypes as auxiliary models for processing and categorizing instances but that their ability to do so changed with their proficiency, the type of description they received, and the context of the instances they encountered. This is discussed in terms of noticing and intake. Grammatical descriptions highlight particular features of the learners' input but background others, which leads to intake in some contexts but miscategorizations in others. This closely interacts with learners' proficiency and their changing ability to make sense of the descriptions and to derive valid pattern recognizers for input processing. This has implications for future usage-based research on the influence of explicit knowledge on implicit learning, the hierarchical structure of their interface, and the development of linguistically informed teaching practices.ReferencesJach, Daniel. "Revisiting German two-way prepositions: Towards a usage-based account of case". Zeitschrift für Sprachwissenschaft, vol. 40, no. 2, 2021, pp. 95-133. https://doi.org/10.1515/zfs-2021-2029Langacker, Ronald W. "Assessing the cognitive linguistic enterprise". Cognitive Linguistics: Foundations, Scope, and Methodology, edited by Theo Janssen and Gisela Redeker, Berlin, New York: De Gruyter Mouton, 2010, pp. 13-60. https://doi.org/10.1515/9783110803464.13

Capturing fluency and lexical diversity in L2 learners' oral performance through drama pedagogy

10:00AM - 10:45AM

Presented by :

Simona Bora, University Of Essex, University Of Essex

Over recent years research has shown that drama in language teaching forms a stepping stone towards foreign language oral proficiency (Ryan-Scheutz and Colangelo 2004, Marini-Maio 2010, Galante & Thomson 2017, Bora 2021). However, whilst most studies related to drama and theatre were implemented at the university level or as an extracurricular activity, the effectiveness of drama pedagogy within a compulsory school curriculum is currently under-researched (Omasta and Snyder-Young 2014). Furthermore, no study using contemporary dramatic texts and a full-scale performance up to date quantified the impact of such approaches on L2 learners' oral performance in terms of specific CAF (complexity, accuracy and fluency) dimensions. Thus, the present study investigates the potential role of contemporary authentic plays as text and performance to gauge oral skill development longitudinally on various indicators of fluency and complexity. Final year high school Italian learners with a low-intermediate to upper-intermediate level of English took part in the study. An experimental group (N=10) was exposed to two interventions conducted over a term each: self-standing play extracts and drama games followed by a process-oriented full-scale performance whilst a control group (N=10) was taught through a traditional approach. Quantitative data has been collected through the implementation of an oral pre-test, a mid-test and a post-test with three tasks both dialogic and monologic: oral proficiency interview, story retelling from a written stimulus and a guided role-play. Findings regarding (sub) components of fluency - repair fluency, break-down fluency, speed fluency, mean length of run and phonation time ratio - and lexical diversity will be discussed. Results lend support to previous hypotheses regarding the effectiveness of drama-based approaches to enhancing these specific constructs of oral communication.References: Alex Housen, Folkert Kuiken, Ineke Vedder (2012). Dimensions of L2 Performance and Proficiency. Complexity, Accuracy and Fluency in SLA, Amsterdam: John Benjamins.Bora, F. Simona (2021). Taking Literature off Page: the Effectiveness of a Blended-drama Approach for Enhancing L2 Oral Accuracy, Pronunciation and Complexity, in Language Teaching Research, on-line, DOI:10.1177/13621688211043490 Galante, Angelica & Thomson, Ron (2017). The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency, Comprehensibility and Accentedness, in Tesol Quarterly, 51 (1), 115-142. Marini-Maio, Nicoletta (2010). Full-Scale Play Production: Filling the "Empty Space" between Language and Literature with Fo and Pirandello, in Marini-Maio, N. & Ryan-Scheutz, C., Set the Stage! Teaching Italian through Theatre: Theories, Methods and Practices, New Haven-Yale, 239-266.Omasta, M. & Snyder-Young, D. (2014). Gaps, Silences and Comfort zones: Dominant Paradigms in Educational Drama in Applied Theatre Discourse, in Research in Drama Education: The Journal of Applied Theatre and Performance, 19, 7–22.Palloti, Gabriele (2015). CAF: Defining, Refining and Differentiating Constructs, in Applied Linguistics, 30(40), 590-601.Ryan-Scheutz, Colleen & Colangelo, Laura M. (2004). Full-Scale Theater Production and Foreign Language Learning, in Foreign Language Annals 37, 374-389.

Modelling the Impact of Emotionality in the Organisation of English Abstract Words on Second Language Lexicon

10:00AM - 10:45AM

Presented by :

YASIR ALMUKHAIZEEM, University Of York

Abstract words (AWs) refer to words with similar semantic features addressing something that is not tangible in real life. They are divided into emotional and non-emotional words. Interest in studying these words has increased following classical models. Although these models offered valuable insights regarding the mechanism of storing these words at the verbal level, the representation of these words requires further scrutiny. More recent studies have proven that the role of embodied emotionality is significant in processing these words at the cognitive level among monolinguals (Kousta et al., 2009; Vigliocco et al., 2013). This thesis examines how these words are treated by two levels of L2 speakers of English, highlighting the differences between beginners and advanced L2 speakers, compared to monolinguals as a control group. This study aims to investigate whether the L2 lexicon is able to establish embodied emotionality for these words, and whether L2 speakers process AWs differently. It analyses three experiments, starting with the scale rating of emotionality, and short-term memory (STM) and long-term memory (LTM).By using a range of different statistical tests, the data obtained from these experiments suggest that not all AWs are stored in the same way, as some of these words showed different levels of emotionality together with various memory patterns. The results of scale rating showed a difference between emotional and non-emotional words rather than on the type of the lexicon. As for memory capacity, the memory patterns did not show any difference between emotional and non-emotional words in STM. More complicated patterns emerged in LTM between various types of AWs on the one hand, and with the influence of language proficiency on the other. These patterns were grouped into dominant and secondary patterns. The first pattern in LTM emerged in the differences between the two types of emotional words among both beginners and advanced L2 speakers. Both types of emotional words presented a consistent pattern of memory together with an interaction with the level of language proficiency. The second pattern observed in the analysis was found in the pattern of non-emotional words in LTM. Non-emotional words in particular displayed unexpected memory patterns, depending on both the level of emotionality and the level of language proficiency. The thesis concluded that there was a positive association between memory performance and level of emotionality. This relation enhances the recallability of these words. However, the nature of memory tasks and the type of AWs affect this relation. References Kousta, S., Vinson, D., & Vigliocco, G. (2009). Emotion words, regardless of polarity, have a processing advantage over neutral words. Cognition, 112, 473–481. Vigliocco, G., Kousta, S., Vinson, D., Andrews, M., & Del Campo, E. (2013). The representation of abstract words: What matters? Reply to Paivio's (2013) comment on Kousta et al. (2011). Journal of Experimental Psychology, 142(1), 288–291.

How Foreign Language Enjoyment, Anxiety and Boredom shape Flow in in-person and online English Foreign Language classes

10:00AM - 10:45AM

Presented by :

Jean-Marc Dewaele, Professor Of Applied Linguistics And Multilingualism, Birkbeck, University Of London

Co-authors :

Alfaf Albakistani, PhD Student, Birkbeck, University Of London

Iman Kamal Ahmed , PhD Student, Birkbeck, University Of London

The current study investigates the effect of three FL learning emotions (enjoyment, anxiety and boredom) on the flow experience of 165 Arab and Kurdish EFL students in in-person and online classes.The concept of flow was introduced by Csíkszentmihályi (1990) and refers to a consciousness that is harmoniously ordered where thoughts, actions, and emotions become well-coordinated in performing a challenging task. Piniel and Albert (2019) pointed out that the topic of flow is still under-researched in SLA despite its motivational qualities. The current study expands Dewaele and MacIntyre (to appear) who focused on the relationships between two learner emotions and experience of flow. The authors found that Foreign Language Enjoyment (FLE) was a significantly stronger predictor of flow than Foreign Language Classroom Anxiety (FLCA). Flow was found to become more frequent, stronger and more social as learners advanced in their FL learning journey.Data were collected through an online questionnaire. The independent variables included FLE which was measured using the 9-item Short FLE Scale (Botes et al., 2021), complemented by the 8-item FLCAS (Dewaele & MacIntyre, 2014). Foreign Language Classroom Boredom (FLCB) was measured through an 8-item scale (Li et al., 2020). The dependent variable was proportion of time in a state of flow based on the average value (0% - 100%) of four items extracted from Larson and Csíkszentmihályi (2014).A t-test revealed that the proportion of time that the learners spent in a state of flow was larger in in-person than in online classes. Multiple regression analyses showed that FLE was a significant positive predictor of flow while FLCB was a significant negative predictor. FLCA had no effect on flow. We argue that the negative effect of FLCA on FL performance is neutralised when the learner reaches a state of flow. Being in flow frees the learner temporarily from FLCA. The pedagogical implication is that a positive, enjoyable, suitably challenging and exciting classroom environment can allow flow to emerge and to persist through a whole session.ReferencesBotes, E., Dewaele, J.-M. & Greiff, S. (2021). The Development of a Short-Form Foreign Language Enjoyment Scale. The Modern Language Journal https://doi.org/10.1111/modl.12741Csíkszentmihályi, M. (1990). Flow: The psychology of optimal experience. Harper Collins.Dewaele, J.-M., & MacIntyre, P.D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. Studies in Second Language Learning and Teaching, 4, 237–274. Dewaele, J.-M., & MacIntyre, P.D. (to appear). "You can't start a fire without a spark". Enjoyment, Anxiety and the Emergence of Flow in FL Classrooms. Applied Linguistic ReviewLarson, R. & Csíkszentmihályi, M. (2014). Experience Sampling Method. In M. Csíkszentmihályi (Ed.), Flow and the Foundations of Positive Psychology (pp. 21-34). Springer.Li, C., Dewaele, J.-M., & Hu, Y. (2020). Foreign language learning boredom: conceptualization and measurement. Applied Linguistics Review, https://doi.org/10.1515/applirev-2020-0124Piniel, K. & Albert, A. (2019). Motivation and Flow. In M. Lamb, K. Csizér, Henry, A., & S. Ryan (Eds.), The Palgrave Handbook of Motivation for Language Learning (pp. 579-597). PalgraveMacmillan.

Parents' Reactions to Children's Language Choice: Exploring Parental Discourse Strategies in Bilingual Families
10:00AM - 10:45AM

Presented by :

Josje Verhagen, University Of Amsterdam

Co-authors :

Sible Andringa, University Of Amsterdam

Research on language socialization in bilingual families has shown that parents may respond in different ways to children's language choices (Döpke, 1992; Lanza, 2007). Lanza (2007) discussed five types of parental discourse strategies (PDS) that adults may use when children switch from language A to language B in a conversation - see Table 1.pdfThese strategies vary in the extent to which they create expectations about language choice. More monolingual PDSs signal to the child that they should interact in a specific language; more bilingual PDSs signal that they can interact in either language. An example of the former is Minimal Grasp where the parent pretends not to understand the child. An example of the latter is Code Switch where the parent switches to the other language, too.PDSs have been proposed to play an important role in language socialization and language transmission (de Houwer, 2007), but have mainly been investigated in small-scale studies (Döpke, 1992; Lanza, 2007). Hence, it is still unknown how PDSs are used in (different types of) bilingual families. The current study investigated which PDSs were used in relation to (i) family language use patterns (e.g., one-parent-one-language, minority language at home) and (ii) language dominance.Questionnaire data were analyzed from 101 multilingual families with two- and three-year-old children (M = 3;3 months; SD = 0;7) in the Netherlands. Parents reported which languages they spoke to their child, how often, and which PDSs they used. They also rated their child's proficiency level in each language.Families were categorized into four family language patterns: One-Parent-One-Language (n = 17), Minority language at home (n = 15), One parent mixes (n = 32), and Both parents mix (n = 37). Frequencies of PDSs varied per pattern such that Minimal Grasp was relatively frequent in One-Parent-One-Language families (12%) as opposed the other patterns (each 0%). Code Switch was relatively frequent in Both parents mix (20%) and One parent mixes (25%) families as compared to One-Language (2%) and Minority language at home (7%) families. However, these differences were relative: all patterns co-occurred with all strategies. As to language dominance, parents of children who were relatively balanced in their languages used monolingual PDSs most often (61% Minimal Grasp + Expressed Guess + Adult Repetition), whereas parents of children who were dominant in one of their languages used bilingual PDSs most often (63% Move On + Code Switch).These findings show that use of PDSs varies across different family language patterns, and is related to language dominance. Note, however, that the directionality of the relationship with language dominance is unclear. These data constitute a first step towards investigating PDS more systematically. Suggestions for further research will be discussed.

The Representation of Grammatical Gender in Welsh-English Adult Bilinguals
10:00AM - 10:45AM

Presented by :

Tesni Galvin, PhD Student , Swansea University

Co-authors :

Vivienne Rogers, Senior Lecturer, Swansea University

Grammatical gender in Welsh is a persistent area of difficulty in child bilingual acquisition but not in adult control data (Binks & Thomas, 2019; Sharp, 2012). Typically gender production has been investigated through its use in combination with the complex morphophonological mutation system, which are consonant-initial alternations, e.g., the Welsh determiner 'y' triggering soft mutation (SM) on feminine nouns, cath > y gath (the cat) but not on masculine nouns, ci > y ci (the dog). This study extends these findings to disambiguate the representation of Welsh gender, by establishing whether gender is as robust when encoded through or independent of mutations. Our research questions are:1. Do Welsh-English adult bilinguals make use of grammatical gender in production? 2. What affect does the mutation system have on the production of gender?A battery of tasks was administered including the BLP, elicited imitation task and two cloze tests (English and Welsh). Data were collected from 40 self-reported Welsh-English bilingual adults (19 females; age: 19-64). The EI task contained four contexts to disentangle gender from mutations:Mutation independent of gender using pre-nominal adjectives triggering SM on nouns irrespective of gender: ceffyl [m] > hen geffyl (old horse) Gender independent of mutation using the gendered numeral four: pluen [f] > pedair pluen (four feather) Gender encoded locally using the gendered numeral two triggering SM: merch [f] > dwy ferch (two girl) Gender encoded in distant contexts using 3rd person singular pronouns as distant references: troed [f] > ar ei droed (on his foot)The EI task results show that participants performed best when gender was independent of mutations (M=94%, SD=8.1%), producing nouns in their bare form. Performance was next best when mutation was separate from gender (M=91%, SD=6.5%). However, accuracy decreases when the systems operate together, when gender was encoded through mutations locally (M=76%, SD=20.7%) and in distance contexts (M=82%, SD=13.8%). These results indicate a stronger representation of the gender system when used separately from mutations, suggesting that speakers encounter difficulties when the systems are used in conjunction with one another. It may be possible to account for the results under the MISH(Prévost & White, 2000), arguing that the speakers have underlying syntactic representations of gender but have trouble spelling gender-marked forms when involved with the intricate mutation system during production.A follow up experiment using a self-paced reading task, currently underway, will examine Welsh speakers' processing of gender, encoded through and independent of mutations and the possible effects of working, procedural and declarative memory. ReferencesBinks, H., & Thomas, E. (2019). Long-term outcomes for bilinguals in minority language contexts: Welsh–English teenagers' performance on measures of grammatical gender and plural morphology in Welsh. Applied Psycholinguistics, 40(4), 1019-1049. Prévost, P., & White, L. (2000). Missing Surface Inflection or Impairment in second language acquisition? Evidence from tense and agreement. Second Language Research, 16(2):103–133. Sharp, M. (2012). Morphosyntactic Complexity and Exposure in the Acquisition of Gender in Welsh. Unpublished doctoral dissertation. Bangor University.

Young L2 learners' extramural English, grammar knowledge and writing proficiency prior to formal instruction
10:00AM - 10:45AM
Presented by :

Elien Prophète, PhD Student, KU Leuven

Co-authors :

Pia Sundqvist, Associate Professor, University Of Oslo

Elke Peters, University Of Leuven

In recent years, the relationship between learners' out-of-school engagement with English (or Extramural English (EE); Sundqvist, 2009) and their English language proficiency has been gaining traction. Research has shown the benefits of EE for language learning in instructed settings (e.g. Lindgren & Muñoz, 2013; Sundqvist & Wikström, 2015), as well as for learners with no prior English instruction (e.g. De Wilde et al., 2020; Puimège & Peters, 2019). While EE effects on most language proficiency measures – vocabulary in particular – have been largely investigated, little is known about the link between EE and grammar knowledge and writing performance prior to formal instruction (see De Wilde et al., 2020, for an exception on an integrated reading-and-writing test).The present study aims to enhance our understanding of the role of EE in young EFL learners' language acquisition process, by examining whether extramural exposure is related to L2 learners' English grammar knowledge and writing proficiency prior to formal instruction. More specifically, we investigate the effect of different types of EE (e.g. watching TV, listening to music, gaming) and a number of learner-related variables (e.g. monolingual vs. multilingual learners, SES).Data are currently being collected with Dutch-speaking children in grade 6 (age 11-12), who had not received any formal English instruction (n = 228 so far; estimated n = 520). Participants were administered an English grammaticality judgement test (Pfenninger, 2014) and a writing test from the European Survey on Language Competences (European Commission, 2012). Extramural English was measured by means of a learner questionnaire and a language diary. The data were analyzed using inferential statistics.Based on our pilot data, we hypothesize that extramural English is positively related to EFL learners' grammaticality judgement. Furthermore, we expect to find a positive relation between EE and writing proficiency, in line with Sundqvist and Wikström's (2015) study on gaming, as the pilot comprised a large proportion of gamers and suggested that some participants already obtained an A2 or B1 level according to the CEFR.ReferencesDe Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? Bilingualism: Language and Cognition, 23, 171–185.European Commission. (2012). First European Survey on Language Competences. https://doi.org/10.2766/34160Lindgren, E., & Muñoz, C. (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. International Journal of Multilingualism, 10(1), 105–129. https://doi.org/10.1080/14790718.2012.679275Pfenninger, S. E. (2014). The misunderstood variable: Age effects as a function of type of instruction. Studies in Second Language Learning and Teaching, 3, 529–556. https://doi.org/10.14746/ssllt.2014.4.3.8Puimège, E., & Peters, E. (2019). Learners' English vocabulary knowledge prior to formal instruction: The role of learner-related and word-related variables. Language Learning, 69(4), 943–977. https://doi.org/10.1111/lang.12364Sundqvist, P. (2009). Extramural English matters: Out-of-school English and its

impact on Swedish ninth graders' oral proficiency and vocabulary. Karlstad University, Sweden.Sundqvist, P., & Wikström, P. (2015). Out-of-school digital gameplay and in-school L2 English vocabulary outcomes. System, 51, 65–76. https://doi.org/10.1016/j.system.2015.04.001

10:45AM - 11:15AM

Foyer

Coffee break

11:15AM - 12:45PM

3113

Session 1A

Format : Individual paper

Speakers

Vanessa De Wilde, Ghent University

Cecilia Gunnarsson, Assistant Professor, Université Toulouse - Jean Jaurès

Rebecca Moden, PhD Student, University College London, Institute Of Education

Lexical characteristics of young L2 English learners' narrative writing at the start of formal instruction.

11:15AM - 12:45PM

Presented by :

Vanessa De Wilde, Ghent University

In the past decade, several studies have shown the importance of out-of-school exposure or Extramural English in L2 English learning (Lindgren & Muñoz, 2013; Sylvèn & Sundqvist, 2012) even before the start of formal language learning (De Wilde et al., 2020). Most studies looking into young learners' L2 Extramural English learning have investigated receptive skills or receptive vocabulary learning but only little is known about these learners' productive skills. In this study we investigated lexical characteristics of young Flemish learners' L2 English writing at the start of formal English lessons. The participants (n = 3168) were all in the first year of secondary school and had received a maximum of 15 hours of English lessons. They all did a picture narration task. The tasks were given a holistic score (no output, pre-A1, A1, A2, above A2) and several measures of lexical complexity (diversity and sophistication), accuracy and fluency were calculated with the help of NLP tools (Kyle et al., 2018). The results showed large individual differences between learners' writing. Holistic scores ranged from 'no output' to 'above A2'-level. Regression analysis was used to investigate which lexical characteristics predicted learners' holistic proficiency score. The final model contained 9 variables and explained 50% of the variance. Similar to what was found in a previous study investigating young L2 English learners' writing (Verspoor et al., 2012), we found that a number of broad predictors impacted the proficiency score. These were lexical diversity (MTLD), word count, total number of spelling errors and percentage of English words used in the text. Additionally, four more fine-grained variables predicted the proficiency score: word frequency, trigram frequency, age of acquisition and imageability. The results show the added value of investigating a wide range of variables in order to shed light on the lexical factors that might predict holistic writing scores, even in beginner and pre-intermediate level L2 writing. The results further show that some variables such as frequency and age of acquisition have a different impact depending on learners' proficiency level. These findings will be discussed in detail during the presentation. The presentation will end with pedagogical implications and suggestions for future research. References:-De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? Bilingualism: Language and Cognition, 23(1), 171–185. -Kyle, K., Crossley, S., & Berger, C. (2018). The tool for the automatic analysis of lexical sophistication (TAALES): Version 2.0. Behavior Research Methods, 50(3), 1030–1046. -Lindgren, E., & Muñoz, C. (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. International Journal of Multilingualism, 10(1), 105–129. -Sylvén, L. K., & Sundqvist, P. (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners. ReCALL, 24(03), 302–321. - Verspoor, M., Schmid, M. S., & Xu, X. (2012). A dynamic usage-based perspective on L2 writing. Journal of Second Language Writing, 21(3), 239–263.

Emotion and spelling

11:15AM - 12:45PM

Presented by :

Cecilia Gunnarsson, Assistant Professor, Université Toulouse - Jean Jaurès

Co-authors :

Pierre Largy, Professor, University Of Toulouse Jean Jaurès

Traditionally, research on the role of emotions in L2 learning and acquisition focuses on the impact of emotion on learning conditions and motivation in guided L2 learning. After having explored the effect of negative emotions such as anxiety (cf. Horwitz et al., 1986), it is today mainly interested in positive emotions such as the pleasure of learning a L2 (see Dewaele et al., 2019 for a recent review). Recently, the direct impact of emotion on L2 learning and acquisition is being studied in experimental conditions. Miller and Godfroid have explored the effects of negative emotions on vocabulary learning (Miller et al., 2018) and positive and negative emotions on incidental learning of grammar (Miller & Godfroid, 2020). In this presentation, we focus on L2 performance and evaluate the influence of positive and negative emotion on L2 French spelling.The effect of emotion on spelling in L1 primary school children learning to read and write has been investigated in different experimental settings. Both under dictation conditions where the negative and positive emotions are induced by the text itself (Cuisinier et al., 2010 ; Fartoukh et al., 2014 ; Tornare et al., 2016) and free writing where the emotions are induced by music (Largy et al., 2018), a negative impact of negative emotions, and to a lesser extent positive emotions, has been observed. These studies seem to confirm the Resource Allocation Model

(Ellis & Moore, 1999), which postulates that emotions mobilise cognitive resources. Here the handling of emotions seems to use cognitive resources needed to control spelling.The effect of emotion on L2 spelling is, to our knowledge, rather unexplored. In the only study we know of, Gunnarsson-Largy and Largy (2018) found a negative effect of a sad/negative emotion, induced by music, on grammatical spelling in dictated phrases (subject-verb agreement). In the present study, the effect of emotion on spelling in a free writing task was investigated. The participants were presented to a text extracted from a novel with a neutral, happy/positive or sad/negative emotional valence. The texts had been chosen from a battery of 15 texts (5 for each emotion) advised by experts (librarians). In a pre-test, 20 L2 French learners (B2 level), read the texts and indicated their emotional state, on a 7-point Likert scale, before and after reading each text. The texts generating the less emotion (neutral), the saddest emotion and the happiest emotion were chosen. In the main experimentation, the participants were asked to continue writing the story after having read the extract. 36 L2 French learners, with different L1s (18 B2 level and 18 C1-C2 level), all different from those in the text-selection pre-test, participated in the study. All participants wrote all 3 texts in a counterbalanced order. The results show and overall effect of positive and negative emotions on L2 French spelling. Furthermore, we observed a difference between the effect of positive and negative emotions, with a stronger effect for negative emotions. No interaction between L2 level, emotion and spelling was found.

Learning formulaic sequences for academic writing in a second language
11:15AM - 12:45PM
Presented by :

Rebecca Moden, PhD Student, University College London, Institute Of Education

Formulaic language (FL) plays a critical role in academic writing as it expresses common language functions. However, few studies have investigated how FL, particularly productive knowledge, is successfully learned. One possible approach is to assess how the use of context may strengthen components of lexical knowledge that can be derived from the context (Nation, 2013). A recent study with first language learners has suggested that a cohesive context is more effective than unconnected sentences for developing the productive knowledge of words (Chilton & Ehri, 2015). However, the effectiveness of using these types of contexts for acquiring FL is yet to be investigated. Moreover, whether the use of context is equally beneficial for learning words and FL has not been examined.The present study addresses these gaps by comparing the effect of using two types of contexts (unconnected and cohesive) on developing learners' receptive and productive knowledge of words and formulaic sequences (FS). The objectives were: 1) to investigate if the pedagogical intervention was sufficient to increase receptive and productive knowledge of words and FS; 2) to compare the impact of unconnected and cohesive conditions on learning words and FS; 3) to identify whether words and FS were learned at similar rates. Fifty-six advanced second language postgraduate students participated in the study. The participants were assigned to one of three conditions: unconnected, cohesive, control. A pre-test-intervention-post-test design was adopted. Thirty-four words and 30 FS were taught in seven hourly lessons. After initially encountering the target items and their meanings, the unconnected group (n=20) practised the vocabulary in unrelated sentences depicting individual events, while the cohesive group (n=20) practised the vocabulary in sentences related by theme, which shared semantic elements. The control group (n=16) completed only the pre-tests and post-tests. The pre-tests and post-tests assessed knowledge of form recognition (multiple-choice) and form recall (gap-filling).Data for the post-tests was analysed using a two-by-two between-groups ANCOVA to examine the effect of group on the development of words and FS, after controlling for the pre-test scores. For the form recall test, results showed a significant main effect of group and a significant interaction between group and vocabulary type. As expected, scores were higher in the experimental groups than the control group. Words were significantly easier to learn than FS in the two experimental groups, but no significant difference was found between words and FS in the control group. For the meaning recognition test, results showed significant main effects of group and vocabulary type, but no significant interaction between group and vocabulary type. Post-test scores were higher for the experimental groups than the control group with an overall advantage of words over FS. Pedagogical implications of findings will be discussed.ReferencesChilton, M., & Ehri, L. (2015).Vocabulary learning: Sentence contexts linked by events in scenarios facilitate third graders' memory for verb meanings.Reading Research Quarterly, 50(4), 439-458.Nation, P. (2013). Learning vocabulary in another language (2nd ed.). Cambridge University Press.

11:15AM - 12:45PM

3115

Session 1B
Format : Individual paper

Speakers
Gabriele Pallotti, Professor, University Of Modena And Reggio Emilia
Zeynep Köylü, University Of Basel, University Of Basel
Rachel Rubin, PhD Student, Vrije Universiteit Brussel

Appropriate complexity
11:15AM - 12:45PM
Presented by :

Gabriele Pallotti, Professor, University Of Modena And Reggio Emilia

Several studies have been conducted on the relationships between linguistic complexity and L2 development. One of the most widespread assumptions is that complexity grows over time, so that increasing proficiency in a second language would imply that one's productions become more and more complex. However, this assumption needs to be qualified and further investigated. Firstly, complexity does not grow at the same rate in different linguistic sub-domains. While the lexicon may increase constantly over the life span, with no exact limit to the number of words being learned, morphology and syntax have clear 'ceilings' with respect to the maximal levels that can be achieved. Secondly, linguistic complexity varies across different tasks and modalities, so that it is not always the case that 'the more, the better' - there are optimal levels of complexity, and sometimes more can actually mean worse, at least for certain linguistic structures and sub-domains (Biber et al 2011, Ortega 2003, Pallotti 2009). In other words, linguistic

complexity must be interpreted, not just measured. This is particularly true today, with the availability of automatic tools calculating scores of complexity measures, and the associated risk of accumulating results with little reflection about how they should be understood in terms of language development and communicative appropriateness.The presentation will first review previous literature discussing issues such as non-linear trajectories of complexity growth and optimal levels of complexity in different text types and genres. It will then present the results of two studies on the acquisition of Italian as an additional language. The first is a longitudinal four-year project involving adolescent learners, together with native speaker controls, performing a number of oral communicative tasks. The analysis will look at telephone calls, demonstrating that the degree of syntactic complexity (length and structural intricacy of clauses and AS-units) depends on the taks's interactional requirements. More specifically, higher levels of syntactic complexity compete with optimal levels of interactional complexity, that is, the need to rapidly exchange turns and to direct the interlocutor's attention. As learners progress in the L2, their syntactic complexity in this particular task tends to decrease, approaching native speakers' levels, while they develop more sophisticated interactional skills. The second study concerns primary school pupils' written productions, that were assessed in terms of both their functional adequacy (Kuiken & Vedder 2017) and their linguistic complexity. While lexical complexity, measured as the Moving-Average Type/Token Ration (MATTR, Covington & McFall 2010), was positively correlated to functional adequacy ratings, the relationship with morphological complexity (calculated with the Morphological Complexity Index, MCI, Brezina & Pallotti 2019) was more nuanced, and had to be interpreted also in light of the appropriateness of verb tense choices.The conclusions are that the complexity of linguistic productions should be evaluated taking a number of factors into account. Some proposals will be made for interpreting complexity in the wider context of linguistic proficiency, communicative development and functional adequacy.

A dynamic outlook on L2 proficiency: Syntactic and Lexical Complexity Development of Sojourners
11:15AM - 12:45PM
Presented by :

Zeynep Köylü, University Of Basel, University Of Basel

Second language development (SLD) has long been kept equal to measurable linear changes in L2 proficiency (Verspoor et al., 2021), mostly through the use of standardized tests (e.g., TOEFL) or the analysis of task-based oral or written performance data through a complexity, accuracy, and fluency (CAF) assessment framework. Although the latter has provided a broader understanding of L2 development, no form of systematicity has been found to confirm that each CAF construct conjointly develops over time (Bulté & Housen, 2020). The significance of the problem here is that if we learn more about the nature of the relationship between, for instance, syntactic and lexical complexity, we might provide useful insights to language classroom pedagogy. The current study operationalizes the nature of L2 development drawing on the tenets of complex dynamic systems theory (CDST). It aims to investigate the developmental trajectories of a group of sojourners with regard to written syntactic (SC) and lexical complexity (LC) over the course of an academic semester. As part of larger project (Pérez-Vidal, 2014), 26 Catalan/Spanish tertiary level sojourners learning English provided weekly diary entries over 14-17 weeks spent abroad regarding their experiences related to target language use, interaction, and host culture. Using the written performance data elicited through diaries, the researcher compiled a learner corpus of 383 diary entries including approximately 250K words. Following Kyle et al. (2021), the dataset was coded for various measures of syntactic and lexical complexity via CLAN (MacWhinney, 2000) and TAASSC (Kyle, 2016). To determine the nature of relationship (e.g., competitive, supportive, growing, or precursor) among the indices selected, a series of detrended correlations were run. Additionally, a series of linear mixed-effects models (LME) were developed to examine the relationship between time and these SC and LC measures. The preliminary results indicated a competitive relationship between syntactic and lexical complexity, along with high levels of individual variation confirming the CDST argument of individual learning trajectories. These results are anticipated to bring useful insights to language classroom pedagogy. Bulté, B.& Housen, A. (2020). A DUB-inspired case study of multidimensional L2 complexity development: Competing or connecting growers? In W. Lowie, M. Michel, A. Rousse-Malpat, M. Keijzer, and R. Steinkrauss, Usage-Based Dynamics in Second Language Development (pp. 50-87). Bristol: Multilingual Matters.Kyle, K. (2016). Measuring syntactic development in L2 writing: Fine grained indices of syntactic complexity and usage-based indices of syntactic sophistication (Doctoral Dissertation)Kyle, K., Crossley, S., & Verspoor, M. (2021). Measuring Longitudinal Writing Development Using Indices Of Syntactic Complexity And Sophistication. Studies in Second Language Acquisition, 43(4), 781-812.MacWhinney, B. (2000). The CHILDES project: Tools for analyzing talk. Mahwah, NJ: Lawrence Erlbaum Associates.Pérez-Vidal, C. (2014). Language acquisition in study abroad and formal instruction contexts. Amsterdam: John Benjamins.Verspoor, M., Lowie, W., & Wieling, M. (2021). L2 Developmental Measures from a Dynamic Perspective. In B. Le Bruyn & M. Paquot (Eds.), Learner Corpus Research Meets Second Language Acquisition (Cambridge Applied Linguistics, pp. 172-190). Cambridge: Cambridge University Press. doi:10.1017/9781108674577.009

Expanding the Scope of Phraseological Complexity: Diversity and Sophistication of Verb-Argument Structures in L2 Dutch Writing
11:15AM - 12:45PM
Presented by :

Rachel Rubin, PhD Student, Vrije Universiteit Brussel

Recent L2 complexity research has captured linguistic complexity across a wider range of language domains, specifically targeting complexity of phraseological units through the operationalization and measurement of phraseological diversity and sophistication (Paquot, 2019). Preliminary research has indicated that the diversity and sophistication of three types of grammatical dependency relations (verb + direct object, adjectival modifiers, and adverbial modifiers) contribute significantly, though not exclusively, to the prediction of L2 Dutch proficiency at the B1 and B2 CEFR levels, when modeled alongside traditional measures of syntactic and lexical complexity (Rubin et al., 2021).While existing measures of phraseological complexity have focused on a rather limited set of phraseological units consisting of co-occurring lexical items, developments in the automatic annotation of linguistic information have expanded the potential for the extraction of phraseological units that consist of co-occurrences between lexical items and non-lexical grammatical patterns. The present study aims to incorporate such phenomena into the battery of measures tapping into the phraseological dimension of linguistic complexity, specifically targeting verb-argument structures in Dutch. To that end, diversity and sophistication of verb-argument structure units, respectively

operationalized as the root type-token ratio (RTTR) and mean mutual information (MI) score of these units, are computed alongside previously investigated diversity and sophistication measures for dependency-based phraseological units (i.e. verb + direct object dependencies) in order to determine whether these phraseological units situated more closely to the lexis-grammar interface can also contribute to the prediction of learner proficiency and performance.The analysis was carried out using 1,172 texts from an L2 Dutch corpus consisting of written extracts of the CNaVT (Certificate of Dutch as a Foreign Language) exams, administered by the Centrum voor Taal en Onderwijs at the KU Leuven. For each individual exam level, the overall numeric score for the exam is modeled as a function of the diversity and sophistication measures computed for both the dependency-based and verb-argument structure phraseological units in a linear regression model, controlling for the topic of the prompts at the B2 and C1 levels.Measures of verb-argument structure complexity emerge as important and significant predictors of L2 Dutch proficiency across all three exam levels included in the present analysis, alongside measures of verb + direct object complexity. Some variation is observed across the three models in terms of the effects of the measures in the models, the direction of the effects, and the role of topic in moderating these effects. For the construct of phraseological complexity, measures of verb-argument structure sophistication, in particular, demonstrate strong potential as a quantitative measure to include alongside more established measures of dependency-based phraseological units. ReferencesPaquot, M. (2019). The phraseological dimension in interlanguage complexity research. Second Language Research, 35(1), 121-145.Rubin, R., Housen, A., & Paquot, M. (2021). Phraseological complexity as an index of L2 Dutch writing proficiency: a partial replication study. In S. Granger (Ed.), Perspectives on the L2 phrasicon: the view from learner corpora. Bristol: Multilingual Matters.

11:15AM - 12:45PM

3117

Session 1C

Format : Individual paper

Speakers

Andrew Lee, Assistant Professor, Brock University

Derek Reagan, Ph.D. Student, Georgetown University

Batia Laufer, Professor Emerita, University Of Haifa

The effects of form-focused instruction and learners' autonomy on the acquisition of English phrasal verbs

11:15AM - 12:45PM

Presented by :

Andrew Lee, Assistant Professor, Brock University

Co-authors :

Stephen Bodnar, University Of Tübingen

Cindy Chiang, Language Instructor And Testing Specialist, Air Canada

While phrasal verbs (e.g., lay off and make up) are prevalent in English and used ubiquitously by native speakers, second language (L2) learners of English have great difficulty acquiring them in a targetlike manner (Garnier & Schmitt, 2016). In this line of research, the current study aims to examine the extent to which L2 learners benefit from form-focused instruction that draws their attention to phrasal verbs through various instructional activities proposed by Ranta and Lyster (2018). Given that L2 learners' autonomy is known to significantly affect L2 learning (Zhou, 2016), the present study also investigates the degree to which L2 learners' autonomy in selecting their own instructional materials affects their acquisition of phrasal verbs and their overall learning experience. To answer these research questions, a mixed methods study was conducted in collaboration with a major Canadian airline. The participants were 36 employees of the airline who were L2 learners of English. They were each assigned to either a treatment or control condition (i.e., 18 participants per condition). After completing a pretest that measured their linguistic knowledge of phrasal verbs, the participants in the treatment condition individually partook in six 30-minute online instructional sessions delivered via COLLIE, a computer-assisted language learning platform that employs artificial intelligence technologies. During each session, the participants were asked to select one of three instructional material options (i.e., a work-related pseudo-email; a press release article from the airline; a news article from major news outlets). They then received form-focused instruction built around the materials they selected, including noticing, awareness, and practice activities that drew their attention to a total of 24 target English phrasal verbs over the six sessions. After the last session, the participants completed an immediate posttest and a semi-structured interview, the latter of which documented their perceptions of the instructional sessions and their overall learning experience. The interview also included a stimulated recall session focused on the selection of materials, during which participants reflected on their own decision-making processes and their impact on L2 learning. A delayed posttest was administered six weeks later. The participants in the control condition also completed all the tests but did not receive any instruction on phrasal verbs.Results reveal the significant effects of form-focused instruction on the acquisition of phrasal verbs and the role of L2 learners' autonomy in material selection. The presentation concludes by highlighting the current study as a useful model for researcher-practitioner collaboration from which researchers, practitioners, and industry can benefit.References:Garnier, M., & Schmitt, N. (2016). Picking up polysemous phrasal verbs: How many do learners know and what facilitates this knowledge? System, 59, 29–44.Ranta, L., & Lyster, R. (2018). Form-focused instruction. In P. Garrett & J. Cots (Eds.), The Routledge handbook of language awareness (pp. 40–56). Routledge.Zhou, M. (2016). The roles of social anxiety, autonomy, and learning orientation in second language learning: A structural equation modeling analysis. System, 63, 89–100.

"They make a big difference": A corpus analysis of light verb constructions of Korean learners of English

11:15AM - 12:45PM

Presented by :

Derek Reagan, Ph.D. Student, Georgetown University

Co-authors :

Yunjung Yunie Ku, Ph.D. Candidate, Georgetown University

The rise of corpus linguistics as a field has led to increasingly interdisciplinary studies with learner corpora being utilized in second language acquisition (SLA) research (McEnery et al., 2019). Learner corpora allow SLA researchers to examine learner language for focal linguistic structures that would have been more infrequently found in the traditionally smaller sample of language from SLA studies (Gass et al. 2020). Using the Gachon Korean EFL Corpus, this study examines the relationship between learners' collocational competence and their proficiency level. The importance of collocational competence has been emphasized to a great degree in SLA (Altenberg & Granger, 2001; Ellis, 2002; Hill, 2000; Howarth, 1998; Laufer & Waldman, 2011; Lewis, 2000; McEnery et al., 2019). Collocations that are frequently used among native speakers can help learners, as ready-made chunks of language, produce more native-like language with greater ease (Hill, 2000; McEnery et al., 2019). Although a massive amount of data accumulated in corpora has propelled the corpus-based research on learners' formulaic knowledge, few studies have incorporated corpus linguistics as a tool to analyze collocational competence (McEnery et al., 2019). With this gap in mind, this study analyzed the appropriateness of Korean learners' construction of English formulaic units, specifically light verb constructions (LVCs). LVCs, generally formed with a commonly-used verb and a noun phrase in its direct object position (e.g., make a deal) (Nagy et al., 2020), can trigger L2 learners to produce awkward expressions (Altenberg & Granger, 2001; Neff-van Aertselaer & Bunce, 2008; Shirato & Stapleton, 2007; Wang, 2016) as the verb has lost some of its original meaning when used in LVCs . In particular, the study zeroed in on LVCs with the English verb make, given that other English language verbs, such as do and have, are also used as auxiliary verbs.The Gachon Korean EFL Learner Corpus on which the analysis was based compiles the written data of learners from a wide range of proficiency levels as measured by their reported TOEIC scores. To investigate the relationship between learner proficiency level and collocational competence, the corpora was divided into three learner sub-corpora based on learners' TOEIC score ranges. All LVCs containing make were identified and coded for appropriateness using the key word in context (KWIC). A chi-square test comparing the two variables showed that there was a positive relationship between learners' collocational competence and their proficiency level. Our findings support the notion that L2 learners have more collocational competence in an L2 at higher proficiency levels. This study provides a better understanding of the relationship between collocational competence and L2 learner language proficiency. Findings will be discussed with regard to the utility of learner corpora for SLA research as well as pedagogical implications on how to learn and teach formulaic units, such as LVCs, taking learners' proficiency levels into consideration.

Understanding L2 derived words in context: Is complete morphological knowledge necessary?
11:15AM - 12:45PM
Presented by :

Batia Laufer, Professor Emerita, University Of Haifa

Co-authors :

Livnat Elhadad Dahan, Graduate Student, Oranim College Of Education

Lemmas and word families are different word counting units used in corpus analysis, word list compilation, dictionaries, testing, pedagogy, and research (Brezina & Gablasova, 2013; Coxhead, 2000; Dang & Webb, 2016; Nation, 2006; Nation & Beglar, 2007). Preference for word families in L2 vocabulary tests and lexical profiling of texts rests on the assumption that learners' knowledge of base words extends to understanding derived forms. Hence, they can understand related derived words with relative ease (Bauer & Nation, 1993). Preference for lemmas, on the other hand, is based on studies that showed that learners had limited morphological knowledge (McLean, 2018). However, in these studies, L2 derived words were tested in isolation, or in semantically opaque sentences, and most learners were not advanced.Our study investigates the effects of contextual clues and learner proficiency on comprehension of derived words. Using a within-subject design, we compared comprehension in three conditions: 1. absence of clues, 2. availability of syntactic clues, 3. availability of semantic clues.Ninety EFL learners at three proficiency levels participated in three successive tests in which they had to supply the meaning of 22 derived pseudowords constructed with non-word stems and 22 frequent affixes, e.g., stacement, gummful. Meanings of the non-word stems were provided. In each test, learners were given identical questions, e.g., "If stace means 'to participate,' what does stacement mean?" In Test 1, absence of clues condition, the derived items occurred in isolation; in Test 2, syntactic clues condition, the sentence structure was a clue to the part of speech, e.g., "I am asking for your stacement"; in Test 3, semantic clues condition, they occurred in sentences with semantic clues, e.g., "Full and active stacement in school activities is required of all students."Test scores were compared by 3 (proficiency level) x 3 (clue condition) ANOVA with Repeated Measures. Results showed effects of both variables. The largest increase in comprehension scores occurred with the addition of syntactic clues, especially in the lowest proficiency group. We relate the results to morphological knowledge as such, to comprehension of derived words in texts, and to choices of word counting units in tests and text profiles.ReferencesBauer, L., & Nation, I.S.P. (1993). Word families. International Journal of Lexicography, 6(4), 253-279Brezina, V., & Gablasova, D. (2015). Is there a general core vocabulary? Introducing the New General Service List. Applied Linguistics, 36(1), 1-22. Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34(2), 213-238. Dang, T.N.Y., & Webb, S. (2016). Evaluating lists of high frequency vocabulary. In I.S.P. Nation (Ed.), Making and using word lists for language learning and teaching (pp. 153-167). John Benjamins. McLean, S. (2018). Evidence for the adoption of the flemma as an appropriate word counting unit. Applied Linguistics, 39, 823–845.Nation, I.S.P. (2006). How large a vocabulary is needed for reading and listening? TheCanadian Modern Language Review, 63(1), 59-81. Nation, I.S.P., & Beglar, D. (2007). A vocabulary size test. The Language Teacher, 31(7), 9-13.

11:15AM - 12:45PM

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Sesssion 1D
Format : Individual paper

Speakers

Višnja Pavičić Takač, Full Professor, Faculty Of Humanities And Social Sciences, University Of Osijek

Angelika Golegos, PhD Candidate, University Of Konstanz

Laurence Romain, Research Fellow, University Of Birmingham

Discourse competence aspects of users of English and German as foreign languages: coherence and cohesive conjunctions

11:15AM - 12:45PM
Presented by :

Višnja Pavičić Takač, Full Professor, Faculty Of Humanities And Social Sciences, University Of Osijek

Co-authors :

Leonard Pon, Associate Professor, Faculty Of Humanities And Social Sciences, University Of Osijek

Vesna Bagarić Medve, Full Professor, Faculty Of Humanities And Social Sciences, University Of Osijek

Discourse competence, which typically develops at higher levels of language learning (Savignon 2002), includes aspects such as thematic development, coherence and cohesion (CEFR 2020: 138-142). Written production at B2 level entails the ability to mark "the relationship between ideas in clear connected text" (ibid. 67). This means that a B2 language user should be able to establish coherence and adequately use cohesive conjunctions in written texts. The goal of the present study was to analyse the coherence and the use of cohesive conjunctions in texts written by Croatian B2 learners of English and German as foreign languages. The corpus of 100 argumentative essays (50 in English and 50 in German) was analysed to answer the research questions referring to the following: (i) the occurrence of particular types of thematic progression and the frequency of coherence breaks in texts; (ii) the occurrence of particular types of cohesive conjunctions and the frequency of adequately used cohesive conjunctions; (iii) the relationship between the text coherence scores and the use of cohesive conjunctions. For the text coherence analysis, a method developed within the KohPiTekst project (2017 – 2020; https://pdb.irb.hr/project/3874) on the basis of the methods by Daneš (1970) and Lautamatti (1987) was applied. In the analysis of cohesive conjunctions the classifications by Pasch et al. (2003) and Kunz & Lapshinova-Koltunski (2014) were used. The quantitative analysis was conducted using the SketchEngine (http://www.sketchengine.eu). Descriptive and inferential analyses were run using IBM SPSS 20. The preliminary results revealed the occurrence of coherence breaks mainly within the text paragraph, and pointed to individual differences in the use of certain cohesive conjunctions (over- and underrepresentation), as well as to the pragmatically inappropriate use of some cohesive conjunctions. In addition, a positive but statistically non-significant correlation between coherence scores and the use of cohesive conjunctions was observed.Key words:coherence; cohesive conjunction; English as a FL; German as a FL.References:CEFR = Council of Europe (2020): Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. www.coe.int/lang-cefr. Daneš, František (1970). "Zur linguistischen Analyse der Textstruktur". Folia Linguistica 4, 72–78.Kunz, Kerstin; Lapshinova-Koltunski, Ekaterina (2014): "Cohesive conjunctions in English and German: Systemic contrasts and textual differences". Vandelanotte, Lieven; Davidse, Kristin; Gentens, Caroline; Kimps, Ditte (eds.): Recent Advances in Corpus Linguistics: Developing and Exploiting Corpora. Amsterdam/New York: Rodopi, 229-262. Lautamatti, Lisa (1987). "Observations on the development of the topic of simplified discourse". Connor, Ulla; Kaplan, Robert B. (eds.). Writing across Languages: Analysis of L2 Texts. Reading, MA: Addison-Wesley Publishing Co., 87-114.Pasch, Renate; Brauße, Ursula; Breindl, Eva; Waßner, Ulrich Hermann (2003): Handbuch der deutschen Konnektoren: Linguistische Grundlagen der Beschreibung und syntaktische Merkmale der deutschen Satzverknüpfer (Konjunktionen, Satzadverbien und Partikeln). Berlin: Walter de Gruyter. Savignon, Sandra J. (2002): "Communicative language teaching: Linguistic theory and classroom practice". Savignon, Sandra J. (ed.): Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education. New Haven, CT: Yale University Press, 1-27.

Pronoun resolution in adult L2 learners of German by speakers of two different null-subject languages

11:15AM - 12:45PM
Presented by :

Angelika Golegos, PhD Candidate, University Of Konstanz

Co-authors :

Lisa Hindelang, University Of Konstanz

Anna Czypionka, University Of Konstanz

Theodoros Marinis, University Of Konstanz & University Of Reading

Several studies have shown that null subject languages (NSLs) behave differently from each other in pronoun resolution. Studies with speakers of an NSL who acquire a non-null subject language (NNSL) as a second language (L2) have shown mixed findings: some report similar performance in L2 learners and L1 speakers (e.g., Cunnings et al., 2017; Contemori & Dussias, 2020), whereas others reveal differences between the two groups (e.g., Roberts et al., 2008). One question that arises is if the different outcomes are due to differences in the language-specific features of the L1 NSL. Yet no studies have investigated pronoun resolution differences between groups of L2 NNSL learners, who have different L1 NSLs. Our study aims to address this issue by investigating whether L1 speakers of Greek vs. Italian (NSLs) transfer the resolution preferences of their L1 to their L2 German (NNSL). In Italian and Greek, null pronouns usually refer to subjects, whereas overt pronouns preferably refer to objects. However, Torregrossa et al. (2020) claim that Greek is more flexible in the interpretation of null and overt pronouns compared to Italian. In the NNSL German, subjects are usually encoded with personal pronouns and objects with demonstrative pronouns (e.g., Schumacher et al. 2017). If participants transfer language-specific features from the L1 to the L2, learners with L1 Greek should show more variability in German pronoun resolution than learners with L1 Italian. We tested pronoun resolution preferences in two groups of highly proficient L2 German learners (30 L1 Greek, 29 L1 Italian) with age-of-onset after 18 years and 74 L1 German controls using a picture-selection task with 32 items (16 experimental, 8 filler). In each item participants were presented with two sentences auditorily; the first one contained two referents, the second one either the personal pronoun er or the demonstrative pronoun der (both 3rd-person-singular-masculine pronouns), see (1) below.1. Der Tigerj will den Igelk vorsichtig auf die Hand küssen. Aber erj / derk kann nicht stillstehen.The tiger

wants the hedgehog carefully on the hand kiss. But he cannot hold still.'The tiger wants to kiss the hedgehog carefully on the hand. But he cannot hold still.' Three pictures were presented simultaneously on a computer screen, representing the subject and object referents (competing pronoun antecedents) and a distractor (also mentioned in the sentence). After the sentences, participants answered a content question by selecting a picture, forcing them to resolve the pronoun towards one of the possible antecedents. In contrast to previous studies, both groups of highly proficient L2 learners differed significantly from the L1 speakers ($p > .001$) (see Fig.1). L1 Greek and L1 Italian participants resolved pronouns at chance and there was no significant difference between the two groups. This goes against the assumption that speakers transfer pronoun resolution features from their L1 NSL to the L2 NNSL, suggesting that earlier contradictory findings cannot be reduced to this explanation. We will discuss the role of age-of-onset, length of exposure, and proficiency in pronoun resolution.

Learning the article system in English: the role of order of exposure
11:15AM - 12:45PM
Presented by :

Laurence Romain, Research Fellow, University Of Birmingham

Co-authors :

Petar Milin, University Of Birmingham

Dagmar Divjak, University Of Birmingham

Although learning plays a crucial role in language learning, insights from Learning Theory are rarely integrated into L2 studies (with some exceptions such as Zhao & MacWhinney, 2018). Taking the English article system as a case study, we explore the contribution insights from Learning Theory can make to help us determine what guides the choice of article and thus what c(l)ues should be taught to EFL learners to optimise their learning. Since research within Learning Theory has found that order of exposure affects learning, we argue that the choice of cues and the order in which they are learned/taught is crucial. First, we identify which elements in the context are the most informative for the choice of article. Then, we focus on order of exposure; that is, learners should first be presented with the most reliable elements that guide native speakers' choice of articles, which account for the bulk of article uses, and only progressively introduce less informative and more limited elements so as to avoid blocking effects (Ellis, 2007).To identify which elements guide the choice of article in English, we manually annotated a dataset of 2000 discourse chunks extracted from the BNC (1000 spoken, 1000 written): each chunk contains seven sentences with the sentence containing the target article in the middle. We annotated this dataset with the five most frequently used variables, i.e., Hearer Knowledge (HK), Specificity of the referent (SR), countability, number and elaboration. Using the Widrow-Hoff algorithm (1960) we ran computational simulations of learning on our dataset. In the first simulation, we fed the algorithm our data with no particular order of exposure (random). We found that different articles are learned from different cues, with HK leading in the acquisition of a and the, but number:plural and uncountable being the most informative cues for Ø. We then tested order of exposure by creating two order-manipulated datasets in which the cues for the variable HK (1) or the cues for SR (2) are introduced halfway through training.The results from the simulations suggest that HK is crucial in determining article choice and when introduced late it affects the learning process, i.e., it hinders the acquisition of the article system by relying solely on other, less informative cues that become less and less reliable as learning unfolds. Introducing SR before HK also affects the learning process. The SR cues get very salient at first, before inducing a blocking effect. These results thus confirm the importance of incorporating insights from Learning Theory into research on language learning.Selected referencesEllis, Nick C. (2007). Blocking and learned attention in language acquisition. Proceedings of the Annual Meeting of the Cognitive Science Society, pp. 965-970.Widrow, B., & Hoff, M. E. (1960). Adaptive switching circuits. Paper presented at the WESCON Convention Record Part IV.Zhao, Helen & Brian MacWhinney. (2018). The instructed learning of form-function mappings in the English article system. The Modern Language Journal 102(1), pp. 99-119.

11:15AM - 12:45PM

3119

Session 1E
Format : Individual paper

Speakers

Anamaria Bentea, University Of Konstanz

Agnieszka Otwinowska-Kasztelanic, Associate Professor, University Of Warsaw

Carla Contemori, University Of Texas At El Paso, University Of Texas At El Paso

Multiple wh-questions in Romanian-English bilingual children
11:15AM - 12:45PM
Presented by :

Anamaria Bentea, University Of Konstanz

Co-authors :

Theodoros Marinis, University Of Konstanz & University Of Reading

Research on bilingual language development has often focused on whether the two languages of bilingual children influence each other and under what circumstances cross-linguistic influence/CLI occurs [1-3]. Most studies have investigated CLI from the first language/L1 to the second language/L2. In this study we examined the production of multiple wh-questions/MWHs in bilingual children living in the UK who have Romanian as heritage language/L1 and English as majority language/L2. The study aimed at uncovering whether qualitative differences emerge in the production of Romanian and English MWHs in Romanian-English bilingual children when compared to their monolingual peers, and whether differences in performance stem from differences between the L1 and L2 grammatical systems. MWHs provide a good test case: they have language-specific syntactic properties which children need to acquire despite overall little evidence in the input for the use and interpretation of such structures [4].

Romanian, contrary to English, exhibits obligatory multiple wh-movement. A differential object marker (DOM) pe precedes wh-objects and which-objects are doubled by a clitic (Examples (1a-d), Appendix 1).18 Romanian-English bilingual children, 32 Romanian monolinguals and 20 English monolinguals (age range 6-9yo) participated in an elicited production study in which they had to produce questions with two wh-phrases (1a-d). Bilingual children were assessed in both their languages. Romanian heritage children and Romanian monolinguals produced three main types of questions, at different rates (Fig.1, Appendix 2): MWHs with multiple wh-movement (multiple move); MWHs with one fronted wh-phrase, one in-situ (single move); simple wh-questions. A GLMER revealed a significant Group x QuestionType interaction (heritage children produced significantly more MWHs with one fronted wh-phrase, one in-situ, while monolingual children mainly produced these, albeit to a lesser extent, in questions containing which-elements (1b)). No difference appeared between Romanian-English bilinguals and English monolinguals: both groups produced MWHs with one fronted wh-phrase, one in-situ at a similar rate (Fig.2, Appendix 2). This indicates that, when compared to monolinguals, quantitative differences emerge only in bilingual children's heritage, but not in their dominant language: bilinguals produce less complex MWHs in Romanian involving movement of only one wh-phrase. Language production in the children's L1 seems to be affected by L2 properties, under CLI, but no CLI from Romanian to English emerged in the production of English MWHs. This asymmetry suggests that more complex structures are less likely to be transferred and that the likelihood of CLI increases when one language offers a less complex structural option, especially if this is the children's dominant language.References: [1] Hulk & Müller, (2000). Bilingual first language acquisition at the interface between syntax and pragmatics. BLC, 3(3), 227–244; [2] Serratrice (2013). Cross-linguistic influence in bilingual development: Determinants and mechanisms. LaB, 3(1), 3–25; [3] van Dijk et al. (2021). Cross-linguistic influence in simultaneous and early sequential bilingual children: A meta-analysis. JCL, 1-33; [4] Grebenyova (2011). Acquisition of multiple questions in English, Russian, and Malayalam. LA, 18(3), 139–175.

Cumulative L1-L2-L3 lexical similarity impacts learners' L3 word knowledge more than L2-L3 similarity
11:15AM - 12:45PM
Presented by :

Agnieszka Otwinowska-Kasztelanic, Associate Professor, University Of Warsaw

Co-authors :

Małgorzata Foryś-Nogala, Assistant Professor, University Of Economics And Human Sciences In Warsaw
Agata Ambroziak, PhD Student, Institute Of English Studies, University Of Warsaw
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Olga Broniś, Assitant Professor , Cardinal Stefan Wyszynski University
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Borys Jastrzębski , PhD Student, University Of Warsaw

Capitalizing on crosslinguistic similarity (cognateness) facilitates the acquisition of L2 and L3 vocabulary (Parasitic Word Learning Model; Ecke, 2015). However, the precise mechanisms of L3 lexical learning based on similarity are unknown. It is unclear whether the L2 has a cognitively different status than the L1 (Bardel & Falk, 2021), and whether one or all previous languages influence L3 acquisition. Bartolotti and Marian (2017) proposed two possible mechanisms of L3 cognate learning. The accumulation account posits that formal overlap across L1, L2 and L3 accumulates to enhance learning, so L3 words similar across more previously known languages will be learned better. According to the scaffolding account, any overlap of an L3 form with the L1 or L2 form suffices to boost learning. Bartolotti and Marian (2017) demonstrated the scaffolding mechanism, however for an artificial L3.We investigated how previously known natural languages impact the L3 word knowledge in speakers of L1_Polish, L2_English, and L3_Italian. We tested the knowledge of 120 L3_Italian words: 40 noncognates (gorzki/bitter/amaro), 40 L2=L3 cognates (skromny/modest/modesto), and 40 L1=L2=L3 cognates (stabilny/stable/stabile), controlled for part of speech, frequency, concreteness, length, and orthographic overlap. Assuming that L3 lexical learning may be influenced by individual learner differences, we examined whether participants' L3 knowledge was modulated by their L2 and L3 proficiency (DIALANG; https://dialangweb.lancaster.ac.uk), learning aptitude (LLAMA_B; Meara, 2005), and working memory (Polish Reading Span Test; Biedroń & Szczepaniak, 2012).The participants were 93 L1_Polish learners of L3_Italian (Mage=21.82, SD=3.31) with L2_English. Their proficiency ranged between pre-intermediate and advanced in L2_English (MDialangENG=668.65, SD=166.72) and L3_Italian (MDialangIT=433.12, SD=217.22). To measure productive L3 lexical knowledge, we adapted the Vocabulary Knowledge Scale (VKS; Wesche & Paribakht, 1996) to activate all three languages: L2_English (stimulus presentation), L1_Polish (language of instructions), and L3_Italian (word and sentence elicitation). Our L3_VKS study also utilized confidence ratings and 40 L2-English-like nonwords to control for guessing. The L3_VKS results were rated by two proficient Italian academic teachers (κ=.989 for words, κ=.967 for sentences). Generalized linear mixed-effects models were fitted separately for word-level and sentence-level knowledge (motivated by the binomial distribution of scores). The results revealed that, at both the word and sentence level, the L1=L2=L3 cognates were known better than the L2=L3 cognates, which were known better than the noncognates. Regarding learner-related variables, only L3 proficiency turned out to be a significant predictor of word knowledge. Additionally, guessing disadvantaged performance on all word types. However, for word-level knowledge, participant propensity to guess (guessed nonwords) disadvantaged the L2=L3 cognates more than the L1=L2=L3 cognates and noncognates. Overall, our results suggest that learning L3 words is significantly facilitated by participants' L3 proficiency, but not their L2 proficiency, and by cumulative L1=L2=L3 crosslinguistic similarity. The results agree with the accumulation account of L3 lexical learning by Bartolotti and Marian (2017), which contradicts their results obtained for an artificial L3. The results also contradict the special status of L2 knowledge (Bardel & Falk, 2021) in learning L3 words.

The use of pronoun interpretation biases in L1 Spanish: the role of proficiency in heritage speakers and English learners
11:15AM - 12:45PM

Presented by :

Carla Contemori, University Of Texas At El Paso, University Of Texas At El Paso

Co-authors :

Sabrina Mossman, University Of Texas At El Paso

Alma Armendariz, University Of Texas At El Paso, University Of Texas At El Paso

Deida Perea Irigoyen, Autonomous University Of Ciudad Juarez

In null subject languages like Spanish, monolingual speakers show a preference for interpreting a null pronoun (pro) as referring to a subject antecedent (Pedro), while overt pronouns (él) are more likely to refer to non-subject antecedents (Carlos). Pedroi saludó a Carlosj cuando élj/proi cruzaba la calle Pedro greeted Carlos when he crossed the streetBilingual speakers of a null subject language (e.g., Spanish) whose second language is a non-null subject language (e.g., English) can show some optionality in the interpretation of subject pronouns in the first language (L1, Spanish), choosing the subject antecedent for an overt pronoun more often than Spanish monolingual speakers. However, it is still unclear how frequent patterns of pronoun use in the L2 affect pronoun resolution in the L1 of bilingual speakers, determining potential cross-linguistic interference. In the present study, we look at the interpretation of subject pronouns in Spanish heritage speakers (HSs; minority language speakers) (experiment 1) and a group of late learners of English (L1 Spanish, experiment 2), to explore the effects of second language (L2) proficiency on pronoun resolution in the native language. In experiment 1, forty-eight HSs of Mexican Spanish and forty-eight monolingual Spanish speakers participated in a sentence comprehension task where they had to choose the referent of an ambiguous null/explicit pronoun in anaphoric or cataphoric position (Table 1 in attached materials). The results showed that HSs chose the subject antecedent significantly more often than monolingual speakers for all pronouns (main effect of Group< .0001). The results show that pronoun interpretation in the heritage language deviates from monolingual biases, with HSs demonstrating a stronger subject antecedent preference for anaphoric and cataphoric null/explicit pronouns than Spanish monolinguals. The results further suggest that English proficiency is inversely correlated with the development of monolingual-like interpretation biases in heritage Spanish (p< .0001). In experiment 2, we test a group of intermediate-high proficiency L2 English speakers (L1 Spanish, N=31) compared to a group of thirty-one monolingual Spanish speakers using a sentence comprehension task. Participants chose the referent of an ambiguous Spanish null/explicit pronoun in anaphoric position (Table 2). The results show that English learners gave more subject interpretations for null and overt anaphoric pronouns than monolingual Spanish speakers (main effect of Group: p< .001). In addition, lower English proficiency was linked to more monolingual-like interpretation patterns (p< .0001), demonstrating that L1 anaphoric interpretation is susceptible to influence from a late learned L2 when L2 proficiency is intermediate-high. While several factors may contribute to HSs performance in experiment 1 (input quality/quantity, attrition, cross-linguistic influence), we tentatively link the performance of HSs (experiment 1) and L2 speakers (experiment 2), speculating that the pressure from the L2 system may at least partially contribute to the performance observed in the two groups of bilinguals. We conclude that exposure to pronoun uses in the L2 can contribute to shape bilinguals' interpretation biases in the L1, and cross-linguistic interference can be greater at increased levels of L2 proficiency, determining divergent comprehension patterns in the L1.

11:15AM - 12:45PM

3120

Session 1F

Format : Individual paper

Speakers

Annie-Claude Demagny, Researcher CNRS, UMR 7023 Structures Formelles Du Langage CNRS & Université Paris 8

Jeffrey Steele, Associate Professor, University OfToronto Mississauga

Ana Madeira, Professor / Researcher, Universidade Nova De Lisboa

L'acquisition de l'expression du mouvement par des tamoulophones apprenants du français L3
11:15AM - 12:45PM
Presented by :

Annie-Claude Demagny, Researcher CNRS, UMR 7023 Structures Formelles Du Langage CNRS & Université Paris 8

Co-authors :

Pascale Trevisiol, University Sorbonne Nouvelle, Laboratoire DILTEC

L'un des concepts fondamentaux du langage concerne l'expression de l'espace dynamique. Dans le cadre de la linguistique cognitive, Talmy (2000) propose une typologie des langues reposant sur la saillance de l'expression de la Trajectoire dans les événements de mouvement. Il distingue ainsi au moins deux grands types de langues : les langues à cadrage verbal, comme le français et le tamoul, où la Trajectoire s'exprime dans le verbe principal, et les langues à cadrage satellitaire, tel l'anglais, où la Trajectoire se situe en dehors du verbe. De plus, la langue tamoule est agglutinante à morphologie nominale riche, à ordre SOV (cf. Naidu, 2018, pour le telugu), alors que le français et l'anglais sont des langues fusionnelles, à ordre SVO. Des recherches ont montré l'influence, parfois partielle et selon le cadrage, de la langue maternelle (L1) lors de l'acquisition des concepts spatiaux dans une autre langue.Ainsi, en étudiant des tamoulophones-L1 acquérant le français-L3, mes questions de recherche sont les suivantes : 1) Les propriétés de la L1 facilitent-elles l'encodage des procès spatiaux en L3 ? 2) La vitesse d'acquisition est-elle accrue par le fait que la L1 et la L3 sont de même cadrage typologique ? 3) Quel est l'impact de l'anglais-L2 sur l'acquisition L3 ? Mes hypothèses principales portent sur la Trajectoire qui devrait être encodée particulièrement dans les deux langues et sur une facilité d'expression de cette composante par les apprenants.Pour effectuer cette étude, j'ai utilisé une tâche expérimentale de production orale (Hendriks & Hickmann, 2010) montrant des agents se déplaçant selon différentes manières et trajectoires. Les participants sont tous des adultes : les deux groupes de contrôles comprennent 15 tamoulophones L1 (TAD-Pondichéry-Inde), 24 francophones L1 (FAD-Paris) et 16 tamoulophones L1, anglais L2 et apprenants du français (BTF) à trois niveaux : A1, B1, B2 selon le CEFR (Alliance Française de Madras,

Inde). Les résultats montrent des similitudes dans l'expression de la Trajectoire qui semble dominante chez les TAD et les BTF, alors que les FAD expriment aussi la Manière et la Trajectoire. En début d'apprentissage, les apprenants se focalisent sur l'expression de la Trajectoire, ce qui est conforme à la L1 et à la L3. Mais ils expriment la Manière dans le verbe pour une trajectoire bornée, interrogeant sur un transfert de la L1 et/ou de la L2. Les types de Trajectoire semblent fortement influer sur les productions de tous les locuteurs. Mais si les apprenants semblent d'abord influencés par leur L1, dont ils retrouvent des traits dans la L3, l'anglais L2 paraît un recours, lorsque la Manière est exprimée. Ainsi, les apprenants montrent une souplesse dans l'usage des différents encodages, indiquant que les conceptualisations distinctes en L1 et L2 facilitent et/ou entravent l'AL3. Bibliographie Hendriks, H. & Hickmann, M. (2010). Expressing voluntary motion in a second language: English learners of French. https://doi.org/10.4324/9780203836859Naidu (2018) Holistic spatial semantics and post-Talmian motion event typology: A case study of Thai and Telugu. https://doi.org/10.1515/cogsem-2018-2002Talmy (2000). Toward a cognitive semantics. MIT Press.

Assessing the Potential Contributions of Morphosyntactic Knowledge, Working Memory, and Metasyntactic Awareness to the Non-Native Acquisition of French Grammatical Gender
11:15AM - 12:45PM
Presented by :

Jeffrey Steele, Associate Professor, University OfToronto Mississauga

Co-authors :

Becky Chen, Faculty, University Of Toronto

Ali Jasemi, Graduate Student, Wilfrid Laurier University

Shahrzad Mirzaei, Graduate Student, University Of Toronto

Katherine Hilary Walton, PhD Candidate, University Of Toronto

Learners of French differ widely in their ability to correctly produce gender agreement (e.g., mon petit problème 'myMASC.SG smallMASC.SG problemMASC.SG', ma grande idée 'myFEM.SG bigFEM.SG ideaFEM.SG; e.g., Bartning, 2000; Ayoun, 2007). Many studies have focused on the role of crosslinguistic influence (CLI), including the challenges faced by learners whose L1 lacks grammatical gender (e.g., Hawkins & Franceschina, 2004). While CLI can explain between-group differences, less is understood of within-group variability. Given the role of cognitive individual differences in non-native grammatical learning (e.g., Granena, Jackson & Yilmaz, 2016; Côté, 2021), we investigate the potential contributions of working memory and metasyntactic ability to the production of French grammatical gender agreement after controlling for general morphosyntactic knowledge.Twenty-seven Mandarin-speaking learners of French of low-intermediate (B1.1) or higher proficiency were tested on (i) their general French morphosyntactic knowledge via a closed Little Red Ridinghood passage, (ii) their working memory via a digit span task, and (iii) their metasyntactic ability using an error replication task adapted from Simard, Foucambert & Labelle (2014). French grammatical gender agreement production was elicited via a spoken picture identification task targeting determiner+noun+adjective phrases (12 masculine, 12 feminine nouns).A two-step hierarchical multiple regression revealed a significant contribution of French grammatical knowledge (Step 1), explaining 54% of the variance in gender agreement accuracy ($F(1, 25) = 29.61$, $p < .001$). The addition of working memory and metasyntactic awareness at Step 2 made no significant new contribution. These findings are in keeping with the central role of linguistic knowledge in the acquisition of French gender (Lee, 2018) as well as studies having found a lack of effect for individual differences when task complexity is relatively low (Côté, 2021; Gaffney, 2021).ReferencesAyoun, D. (2007). The second language acquisition of grammatical gender and agreement. In D. Ayoun (Ed.), French applied linguistics (pp. 130–170). John Benjamins.Bartning, I. (2000). Gender agreement in L2 French: Pre-advanced and advanced learners. Studia Linguistica, 54(2), 225–237.Côté, S. (2021). The independent and combined effects of cognitive and affective variables on the L2 acquisition of French grammatical gender agreement [Unpublished doctoral dissertation]. University of Toronto.Gaffney, C. (2021). The Effects of Intelligence, Personality Traits, L1 Fluency, and L2 proficiency on L2 Spoken Fluency. [Unpublished doctoral dissertation]. University of Toronto.Granena, G., Jackson, D. O., & Yilmaz, Y. (2016). Cognitive individual differences in second language processing and acquisition. John Benjamins.Hawkins, R., & Franceschina. F. (2004). Explaining the acquisition and non-acquisition of determiner-noun gender concord in French and Spanish. In P. Prévost & J. Paradis (Eds.), The acquisition of French in different contexts: Focus on functional categories (pp. 175–205). John Benjamins.Lee, A. H. (2018). The effects of different instructional and cognitive variables on the acquisition of grammatical gender by second language learners of French. [Unpublished doctoral dissertation]. McGill University.Simard, D., Foucambert, D., & Labelle, M. (2014). Examining the contribution of metasyntactic ability to reading comprehension among native and non-native speakers of French. International Journal of Bilingualism, 18(6), 586–604.

The role of animacy and antecedent position in L2 anaphora resolution: microvariation in Romance
11:15AM - 12:45PM
Presented by :

Ana Madeira, Professor / Researcher, Universidade Nova De Lisboa

Co-authors :

Alexandra Fiéis, Universidade Nova De Lisboa

Joana Teixeira, Universidade Do Porto

Recent studies indicate that there is microvariation in anaphora resolution in null subject Romance languages (NSRL) (Filiaci etal2014; Torregrossa etal2020). For instance, Madeira et al (2021) found that, in Italian, Spanish and European Portuguese (EP), anaphora resolution preferences in intrasentential Main-Subordinate contexts are similar only in the case of overt pronominal subjects and when antecedents are animate: here overt subjects retrieve the object antecedent. When the object is inanimate, the overt subject recovers the subject antecedent in Italian and Spanish, whereas in EP the preference for the object antecedent is maintained. These languages also differ in the interpretation of null subjects: EP has a strong bias towards the subject antecedent, regardless of animacy, while Italian and Spanish show no clear preference. In L2 acquisition, learners' sensitivity to microvariation is still understudied, as most studies assume that NSRL behave alike in anaphora resolution. The research conducted to date, which has mostly considered contexts with animate antecedents, has generally found that learners display persistent optionality regarding overt

but not null subjects (Sorace2016). To examine whether learners are sensitive to microvariation in anaphora resolution, this study investigates the interpretation of subject pronouns in L2 EP by Italian and Spanish native speakers. The following questions are addressed: are Italian and Spanish learners of L2 EP sensitive to L1-L2 differences regarding the role of animacy in overt subject resolution?; are they sensitive to L1-L2 differences regarding the strength of the subject antecedent bias in null subject resolution?Participants were 25 adult EP native speakers, 69 Italian native speakers (25 upper-intermediate, 25 advanced and 19 near-native learners), and 50 Spanish native speakers (20 upper-intermediate, 20 advanced and 10 near-native learners). Two multiple-choice tasks (speeded/untimed) were used to elicit interpretation preferences in intrasentential Main – Subordinate contexts. The tasks had a 2x2 design crossing animacy of the matrix object (animate vs. inanimate) and type of embedded pronominal subject (overt vs.null). Regarding overt subjects, all learner groups exhibit a target-like preference for the object antecedent in the animate condition, in both tasks and across levels. However, in the inanimate condition, only the near-native groups and the advanced L1 Spanish – L2 EP group have a target-like preference for the object antecedent, which is observed in the untimed task, but not in the speeded task, where these groups exhibit optionality. Regarding null subjects, intermediate learners display optionality in both tasks. Advanced and near-native learners display target-like preference for the subject antecedent in the untimed task, but optionality in the speeded task. Our results indicate that learners become sensitive to microvariation in anaphora resolution at highly advanced proficiency levels (cf. untimed task). However, their performance in the speeded task remains permanently unstable in the areas where the L1 and the L2 differ, suggesting that they may be caused by processing inefficiencies and not representational deficits. Our findings challenge the ideas that only overt subjects are persistently problematic and that the L1 plays a minor role in anaphora resolution.

11:15AM - 12:45PM

MIS10 01.13

Session 1G

Format : Individual paper

Speakers

Jeanine Treffers-Daller, Professor, University Of Reading

Martin J. Koch, Research Assistant, Deutsches Zentrum Für Hochschul- Und Wissenschaftsforschung; Universität Hildesheim

Raúl Azpilicueta-Martínez, Teacher-researcher, Public University Of Navarra

Is it language or culture? Explaining creativity in bilinguals
11:15AM - 12:45PM
Presented by :

Jeanine Treffers-Daller, Professor, University Of Reading

Co-authors :

Ongun Zehra, Research Assistant, University Of Reading

Michal Korenar, Postdoctoral Researcher, Pennsylvania State University

Tugba Karayayla, Lecturer, Ankara Yıldırım Beyazıt University, TURKEY

Julia Hofweber, Postdoctoral Researcher, UCL

In the literature on the relationship between bilingualism and creativity there is a debate as to whether it is the daily use of two languages or the exposure to other cultures that furthers creativity. On the one hand, bilinguals could be more creative because switching between two languages furthers mental flexibility or innovative capacity (Kharkhurin & Li, 2015). On the other hand, experience with two cultures may have an impact on the cognitive functioning of bilinguals (Kharkhurin, 2005).This study applies a novel approach to shed light on the three-way relationship between creativity, bilingualism and biculturalism: we keep the languages constant but vary the sociocultural background of the participants. 30 Turkey-born immigrants to the UK (UKT), 30 Cyprus-born immigrants to the UK (UKC) and 40 Cyprus-based bilinguals (CBB) completed the Abbreviated Torrance Task of Creativity (ATTA, Goff, 2002), as well as the Multicultural Identity Styles Scales (Ward et al., 2018), which contains a Hybrid Identity Scale (HIS) and an Alternating Identity Scale (AIS). The Language History Questionnaire (Li et al., 2014) was used to measure self-reported language mixing (MixTot). We found a positive correlation between the HIS and the total creativity score from the ATTA (r = .295, p -.003) but no correlation with the AIS, and a negative correlation between MixTot and creativity (r = -.369, p< .001). We subsequently used Generalised Additive Models (GAMs), a method allowing for modelling of non-linear relationships, which are common in complex behavioural data (Wood, 2017). We fitted GAMs with the total creativity score as the dependent variable, and HIS, MixTot, Group and age as predictors. We found a main effect of the HIS as well as an interaction between HIS and Group (for all three groups). There was no main effect for MixTot, nor one for age, but an interaction between MixTot and Group for the UKT and the CBB groups only. The GAM-specific fit assessment revealed that the model was well-fitted, and the explained variance was .656 (Adjusted R-squared).Overall, our results support the view that bilingual language use is related to creativity, though not always in ways assumed in the literature. Substantial evidence was found for the view that multicultural identity impacts creativity and is likely to mediate the effect of language mixing.ReferencesGoff, K. (2002). Abbreviated Torrance test for adults: Manual: Scholastic Testing Service Bensenville, IL.Kharkhurin, A. V. (2005). On the possible relationships between bilingualism, biculturalism and creativity: A cognitive perspective. City University of New York.Kharkhurin, A. V., & Li, W. (2015). The role of code-switching in bilingual creativity. International Journal of Bilingual Education and Bilingualism, 18(2), 153-169. Li, P. et al. (2014). Language history questionnaire (LHQ 2.0): A new dynamic web-based research tool. Bilingualism: Language and Cognition, 17(3), 673-680. Ward, C., et al. (2018). Hybrid and Alternating Identity Styles as Strategies for Managing Multicultural Identities. Journal of Cross-Cultural Psychology 49(9), 1402-1439. Wood, S. N. (2017). Generalized additive models: an introduction with R. CRC press.

An emotional advantage of multilingualism: What can degree of multiligualism tell us about emotional competence?
11:15AM - 12:45PM

Presented by :

Martin J. Koch, Research Assistant, Deutsches Zentrum Für Hochschul- Und Wissenschaftsforschung; Universität Hildesheim

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Kristin Kersten, Professor Of SLA And English Language Teaching, Hildesheim University

Werner Greve, Professor Of Developmental Psychology, Hildesheim University

According to the cognitive advantage hypothesis, multilingualism is related to higher outcomes on a wide range of different cognitive abilities (e.g., Antoniou, 2019). These range from basic abilities such as executive functions and working memory to more complex ones such as perspective taking, divergent and creative thinking, and theory of mind. Because cognition is a condition for (Lazarus & Folkman, 1984) or basis of (Ortony, Clore, & Collins, 1988) emotion, emotional competences are at least partly intertwined with cognitive competences. Thus, if a cognitive advantage is assumed, it is plausible that multilingualism could be related to an emotional advantage, as well. So far, only one study reports an advantage for multilinguals in emotional competencies when compared to monolinguals. Specifically, bilinguals showed higher scores for emotional intelligence than the monolingual control group (Alqarni & Dewaele, 2018).To further investigate this relationship, using a cross-sectional online survey, we tested whether degree of multilingualism (DM) predicts emotional granularity (i.e., the ability to experience emotions in a differentiated way; EG), emotional intelligence (i.e., overall emotional competency; EI), and emotion regulation repertoire (i.e., the ability to flexibly up- and downregulate own facial expressions; ER repertoire). EG, EI, ER repertoire and DM were assessed in 85 adults, mostly born in Germany, who have attained varying levels of language proficiency (only one L2 learned in school, up to several L2s). In three regression analyses, we tested whether DM predicted EG, EI and ER repertoire. Robust standard errors (HC4) were used to correct for missing homoscedasticity and normality of the data. EG and ER repertoire were significantly predicted by DM; however, EI was not significantly predicted by DM. Results of our study provide the first indication of a possible multilingual advantage regarding some emotional competencies, such as EG and ER repertoire, but not regarding the overall competency of EI.To explain possible mechanisms that might constitute an emotional advantage, a more complex theoretical model needs to be developed and tested. To that end, three aspects require detailed examination. First, it needs to be explored which aspects of multilingualism, such as linguistic heterogeneity or cultural heterogeneity, contribute to the explanation of emotional competencies. Second, the explanatory value of possible mediator variables, such as executive functioning or divergent thinking, needs to be investigated. Finally, alternative causal explanations must be ruled out to assume a causal relationship between multilingualism and emotion.Antoniou, M. (2019). The advantages of bilingualism debate. Annual Review of Linguistics, 5, 395–415.Alqarni, N., & Dewaele, J.-M. (2018). A bilingual emotional advantage? An investigation into the effects of psychological factors in emotion perception in Arabic and in English of Arabic-English bilinguals and Arabic/English monolinguals. International Journal of Bilingualism, 24, 141–158.Lazarus, R. S. & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer Publishing Company.Ortony, A., Clore, G. L., & Collins, A. (1988). The cognitive structure of emotions. Cambridge University Press.

The road to L2 motivation: type and intensity of exposure and L2 motivation in young learners
11:15AM - 12:45PM

Presented by :

Raúl Azpilicueta-Martínez, Teacher-researcher, Public University Of Navarra

Co-authors :

Amparo Lázaro-Ibarrola, Researcher, Public University Of Navarra

Content and language integrated learning (CLIL) programmes are often associated with higher levels of L2 motivation than programmes including only English as a Foreign Language (EFL) lessons (Lasagabaster & Sierra, 2009). However, most motivation-based studies have focussed on adults and secondary school settings (Mearns, 2015; Sylvén & Thompson, 2015), whilst findings from research analysing the L2 motivation of children in school contexts remain scarce and inconclusive. To shed light on this issue, this study examines the motivation towards the foreign language (English) of 895 primary school children (aged 11-12) divided into three groups based on the type (CLIL or non-CLIL) and intensity (number of lessons per week) of exposure to English: a non-CLIL group (n=289) with pupils receiving five EFL lessons, a low-CLIL group (n=152) with pupils receiving five EFL and two CLIL lessons, and a high-CLIL group (n=454) with pupils receiving five EFL and seven CLIL lessons. The study uses an online questionnaire present in recent motivation-based research with YLs (Pladevall-Ballester, 2018) and is framed within the threefold L2 Motivational Self System framework propounded by Dörnyei (2005, 2009), comprising the "ideal L2 self" (F1) , the "ought-to L2 self" (F2) and the "L2 learning experience" (F3). The results indicate that overall values in the three measured dimensions of motivation were high for the three groups. However, the data also revealed that the high-CLIL group were significantly more motivated in the "ought-to L2 self" (F2) and the "L2 learning experience" (F3) dimensions of motivation than both the non-CLIL and low-CLIL groups, which clustered with lower values. The "L2 learning experience" (F3) was also confirmed as the factor with the greatest differences between groups. In light of these results, the study advocates the implementation of high-CLIL programmes to boost learners' motivation but also warns about the potential negative effects of low-CLIL programmes on pupils' self-esteem as FL learners. KeywordsChildren, CLIL, EFL, intensity, L2 motivationReferencesDörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum.Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei, & E. Ushioda (Eds.), Motivation, language identity and the L2 self (pp. 92-142). Multilingual Matters.Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. International CLIL Research Journal,1(2), 4-17.Mearns, T. (2015). Chicken, Egg or a Bit of Both? Motivation in Bilingual Education (TTO) in the Netherlands. Unpublished Doctoral Dissertation. University of Aberdeen, UK, and Universiteit Utrecht, The Netherlands.Pladevall-Ballester, E. (2018). A longitudinal study of primary school EFL learning motivation in CLIL and non-CLIL settings. Language Teaching Research,23, 765-786.Sylvén, L.K., & Thompson, A. S. (2015). Language learning motivation and CLIL: Is there a connection? Journal of Immersion and Content-Based Language Education,3, 28-50.

| 12:45PM - 01:45PM | *Lunch* |
| Cafeteria | |

| 01:45PM - 03:45PM | ## Session 2A |
| 3113 | Format : Individual paper |

Speakers

Raphael Berthele, Université De Fribourg, Université De Fribourg

Hakyung Sung, Ph.D. Student, University Of Oregon

Gabriel Michaud, Assistant Professor, Université De Montréal

Yvette Coyle, Associate Professor, Murcia University

Investigating the impact of digital tools on written second language output
01:45PM - 03:45PM
Presented by :

Raphael Berthele, Université De Fribourg, Université De Fribourg

Co-authors :

Isabelle Udry, Research Manager, Institute Of Multilingualism (University Of Fribourg)

Digital translation tools (e.g. DeepL, GoogleTranslate) and online dictionaries have become an indispensable part of language use. Several issues regarding multilinguals' use of these tools deserve scholarly attention. In our talk, we present evidence from an ongoing project that tries to tackle two questions: Firstly, we investigate how texts produced with the help of these tools compare to texts produced without them, in terms of linguistic features (lexical, syntactic, textual levels). Second, we aim to shed more light on the conditions under which second language users learn anything in and about the target language by using these tools.The talk focuses mainly on the former question. We present evidence from an experimental study with learners enrolled in vocational training for business, management, and services. We investigate how digital translation aids are used in text production and compare text quality (lexical diversity and sophistication, syntactic complexity, and readability) of written texts in English as a foreign language produced by Francophone and German-speaking participants. To this aim, participants write texts related to a professional topic. The first text is written without any assistance from digital tools (baseline text), the second text is produced in one of three conditions: 1) without digital translation tools, 2) with digital translation tools, 3) with digital translation tools and an introductory lesson on how to use the tools efficiently. The online behavior during writing is logged with the software Inputlog (Lejiten & Van Waes, 2013). Pilot data are available, but the main data collection takes place from February--April 2022 with 278 participants currently having signed up for the study.The lexical, syntactic and textual metrics mentioned above are compared across the different conditions. The main analyses are still to be done, but the available pilot data suggest that using digital tools leads to shorter and slightly more accurate texts, but there are no substantial differences with respect to lexical and syntactic diversity and complexity.We will include the number of switches to electronic resources and the length of time spent on writing and revising the text vs. on the online platforms as covariates in the analysis of the text differences. Furthermore, a between-group analysis is done on the impact of pedagogical guidance on the use of these online tools.We conclude our talk by briefly presenting our plans for the second stage of the project. Here, we will investigate vocabulary learning as a function of different degrees and types of involvement load (Laufer & Hulstijn, 2001) and of the extent to which the learners notice lexical holes or not (Vos et al., 2019).Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. Applied Linguistics, 22(1), 1–26.Lejiten, M., & Van Waes, L. (2013). Keystroke Logging in Writing Research. Written Communication, 30(3), 358–392.Vos, J. F. D., Schriefers, H., & Lemhöfer, K. (2019). Noticing vocabulary holes aids incidental second language word learning: An experimental study. Bilingualism: Language and Cognition, 22(3), 500–515.

Evaluating lexical diversity of Korean as a second language learners' writing using NLP tool
01:45PM - 03:45PM
Presented by :

Hakyung Sung, Ph.D. Student, University Of Oregon

Co-authors :

Sooyeon Cho, University Of Zurich

Indices of lexical diversity (LD), or the variety of words, are commonly used in L2 writing assessments (e.g., Engber, 1995). The simplest LD index is the type-token ratio (TTR; Johnson, 1944), the number of types divided by the number of tokens. However, due to its sensitivity to text length, many indices like MATTR and MTLD have been developed to objectively measure the variety of words used in a text while minimizing the text length effects (e.g., McCarthy & Jarvis, 2007). Previous research on Korean as a second language (KSL) learners has examined the use of LD in writing assessment (e.g., Choi & Jeong, 2016), but they were limited in terms of the following reasons. First, the previous researchers mostly analyzed TTR as the primary LD index, neglecting the text length effects. Second, the studies used a small number of texts. Given the availability of measuring various indices of LD and the large size of the learner corpus, more research into the aforementioned issues is warranted.In this study, we evaluate twelve established LD indices for their correlations with the learners' L2 proficiency levels. The data comprises a sample of 4,208 argumentative essays extracted from the National Institution of Korean Language. The proficiency levels of the KSL learners differed from 3 to 6, and the number of tokens ranged from 80 to 480. The corpus was preprocessed and tokenized with the variation of six different tokenizers from the KoNLPy Python package, including Hannanum. Finally, researchers analyzed LD indices by modifying the codes developed in the English writing assessment (Kyle et al., 2021),

considering the syntactic difference of Korean.The results indicate that MATTR (Level: r = .29***) and MTLD (Level: r = .28***) reflected the learners' proficiency minimizing the text length effects, even though the figures differed slightly based on how different tokenizers analyzed the morphemes. To be specific, Type was the most highly correlated with language proficiency level (r = .32***), but it was extremely sensitive to text length. TTR was the least correlated to the proficiency level (r = .14***) and susceptible to the text length. Implications and limitations related to the ways of tokenization and how they affect the calculation of LD indices will be discussed.ReferencesChoi, W., & Jeong, H. (2016). Finding an appropriate lexical diversity measurement for a small-sized corpus and its application to a comparative study of L2 learners' writings. Multimedia Tools and Applications, 75(21), 15-22.Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. Journal of Second Language Writing, 4(2), 139–155.Johnson, W. (1944). Studies in language behavior 1: A program of research. Psychological Monographs, 56, 1–15.Kyle, K., Crossley, S. A., & Jarvis, S. (2021). Assessing the validity of lexical diversity indices using direct judgements.Language Assessment Quarterly,18(2), 154-170.McCarthy, P. M., & Jarvis, S. (2007). Vocd: A theoretical and empirical evaluation. Language Testing, 24(4), 459–488.

Written Corrective Feedback in real time: the why and the how
01:45PM - 03:45PM
Presented by :

Gabriel Michaud, Assistant Professor, Université De Montréal

Co-authors :

Kevin Papin, Assistant Professor, Université Du Québec à Montréal

The advent of online collaborative editing software (e.g. Google Docs) opens the door to new teaching practices (Bikowski & Vithanage, 2016), such as providing synchronous written corrective feedback (SWCF) while learners are engaged in a writing task. From cognitive-interactionist (Doughty, 2001) and sociocultural (Storch, 2017) perspectives, the provision of SWCF seems conducive to learning. Recent studies have found that immediate oral corrective feedback (CF) seems more effective than delayed CF (Arroyo & Yilmaz, 2018; Fu & Li, 2020). However, online SWCF was only studied in small-scale studies in a lab setting (Shintani, 2016; Shintani & Aubrey, 2016), and the implications for classroom practices are limited. This study attempts to fill that gap by exploring the potential of SWCF for L2 learning and the perceptions of students and teachers regarding this practice in classroom settings. Participants were learners from three intact groups from B1 to C1 level (N = 75) taking a university level French L2 course. They took part in two remote collaborative writing tasks in small groups (3-4/groups) while teachers (N = 3) provided them with CF in real time using Google Docs. During the writing tasks, students worked in a breakout room of a videotelephony software that allowed them to see and talk to each other. Screens from the students and teachers were recorded as were the interactions between the students. Teachers and students participated in distinct focus groups to share their experiences, and students answered an online questionnaire. We will present and discuss the number, type, and target of CF provided, delays between CF and students' reactions, percentage of correct uptakes, and language-related episodes occurring after SWFC. Results also show that students and teachers had a positive attitude towards the experience, underlying the felt benefits for L2 learning and willingness to engage in this type of practice in the future.

Affordances of a multimodal project on children's FL writing in a CLIL science class
01:45PM - 03:45PM
Presented by :

Yvette Coyle, Associate Professor, Murcia University

Co-authors :

Julio Roca De Larios, Murcia University
Juan Solís, Murcia University

While research into early second language writing has accumulated considerable evidence describing how young English language learners (ELL) engage in academic literacy in mainstream classrooms in Australia or the USA, much less is known about how children learn through writing within a language or content-based curriculum (CLIL) in instructed foreign language (FL) contexts. At the same time, CLIL writing research in Europe has focused primarily on comparing the written performance of high school students enrolled in either traditional EFL or CLIL plus EFL classrooms. As a result, information on the development of academic literacy skills and content knowledge with young FL learners is extremely limited. The present study aims to advance our understanding of children's FL writing within a primary school science unit by exploring the impact of genre-based pedagogy on children's written explanations. Over the course of three weeks, a grade 4 CLIL teacher implemented a multimodal teaching unit on simple and complex machines with two intact classes of 9-10-year-olds. After guided instruction, which combined the introduction of conceptual scientific content with literacy awareness-raising activities, the children, working either individually or in pairs, produced an illustrated design of their own complex machine and a video recording of an oral explanation. The children then produced a handwritten explanation during a live Zoom session with the researchers. The results of a functional analysis of the children's written language use (Fang & Schleppegrell, 2008) and an intermodal analysis of their drawings and videos revealed developmental patterns in their academic language competence (Meyer et al, 2015.) In-group variability was also found to be more important than writing modality (individual or collaborative) in determining the quality of the children's texts. Conclusions are drawn for the teaching of writing in CLIL classrooms with younger learners

01:45PM - 03:45PM

3115

Session 2B
Format : Individual paper

Speakers

KHULOUD ALALI, University Of Reading, University Of Reading

Nivja De Jong, Leiden University

Andrea Revesz, University College London

Folkert Kuiken, University Of Amsterdam, University Of Amsterdam

The contribution of knowledge of formulaic sequences to fluency: a study among beginner L2 learners of English

01:45PM - 03:45PM
Presented by :

KHULOUD ALALI, University Of Reading, University Of Reading

Co-authors :

Jeanine Treffers-Daller, Professor, University Of Reading

A key problem for second language (L2) learners in many contexts is to improve the fluency of their speech (Tavakoli & Wright, 2020). While fluency practice should be an integral part of the curriculum (Nation, 2007), it is often not included in L2 curricula. Several researchers (e.g. Goncharov, 2019; Liang, 2017; Martinez & Schmitt, 2012) have highlighted the benefits of introducing fixed expressions – i.e. formulaic sequences (FSs) – for improving fluency and called for their inclusion in L2 curricula. However, there are still very few in-depth studies that examine the complexity, accuracy and fluency (CAF) of the FSs found in L2 speech in detail. The current study fills an important gap in our understanding of bigrams and trigrams in spontaneous L2 speech in that we developed a novel complexity index for FSs on the basis of indices from TAALES (Kyle et al., 2018), and monolinguals' judgements of the transparency of each FS and their complexity. The target population of this study are adult L2 learners of English in Kuwait. The sample under study (N=51) are all at A1 to A2 level according to the CEFR. The specific focus of the current paper is on the computation of CAF of FSs. We use our novel index of complexity to study the complexity of the FSs, and evaluate the fluency of FSs by studying pauses before and within each FSs. In addition, we focus on errors and error-free chunks in FSs, subsequently analysing the CAF of L2 learners' overall speech samples, and correlating this with the CAF of the FSs. Results from the pilot study show that CAF of students' speech correlate significantly with participants' use of FSs in a speaking task, revealing a clear link between overall fluency of L2 learners' speech and the CAF of FSs. ReferencesGoncharov, G. (2019). The Effect of Direct Instruction in Formulaic Sequences on IELTS Students' Speaking Performance. Advanced Education, 6(11), 30-39.Kyle, K., Crossley, S., & Berger, C. (2018). The tool for the automatic analysis of lexical sophistication (TAALES): version 2.0. Behavior research methods, 50(3), 1030-1046.Liang, H. (2017). An Empirical Study on the Effects of Computer-Corpus-based Formulaic Sequences on College Students' Oral English Learning. International Journal of Emerging Technologies in Learning (iJET), 12(08), 67-76.Martinez, R., & Schmitt, N. (2012). A phrasal expressions list. Applied linguistics, 33(3), 299-320.Nation, P. (2007). The four strands. International Journal of Innovation in Language Learning and Teaching, 1(1), 2-13. Tavakoli, P., & Wright, C. (2020). Second language speech fluency: from research to practice. Cambridge University Press.

Perception of fluency: comparing intuitive with instructed ratings

01:45PM - 03:45PM
Presented by :

Nivja De Jong, Leiden University

Co-authors :

Daya Haverman, Alumna, Leiden University

Fluency is a key construct in communicative speaking ability, reflecting automaticity and speed of the necessary speech production processes. Consequently, aspects of fluency are apparent in most speaking assessment criteria. Research in the field of second language acquisition has shown that a number of fluency aspects are related to judgements on fluency (Suzuki et al., 2021). These include aspects of speed of speech, pausing, and repair.For research into second language acquisition as well as for research linking proficiency levels to aspects of fluency, raters are currently usually told to base their judgments on specific pre-defined utterance fluency characteristics. In this study, we examine whether there are other speech factors that fall under the concept of fluency. In this (mainly) qualitative study, 23 native speakers of Dutch took part in a rating session, rating samples of speech by Dutch L2 speakers, taken from Bosker et al. (2013). Two groups of raters were juxtaposed: one group received a definition of (narrow) fluency only, which mentioned "smooth translation from thoughts to speech" (intuitive instructions group); the other group had to judge fluency based on the same definition, which was now followed by mentioning specific fluency characteristics (fluency instructions group, as in Bosker et al., 2014). To investigate whether intuitive ratings are based on more or other aspects than the instructed ratings, 15 participants filled out an on-line questionnaire, and 8 participants carried out a stimulated recall task after they finished the ratings. In these questionnaires and stimulated recalls, the raters were asked to reflect on how they came to their judgements on fluency (cf. Brown et al., 2005). The questionnaires and transcripts of the stimulated recalls were analyzed by combining deductive and inductive methods of categorization. In total, 17 different fluency categories emerged from these analyses. Results indicated that the intuitive instructions group was less likely to have disfluencies influence their ratings negatively, but was more inclined to judge overall proficiency rather than fluency in the narrow sense. Additionally, both groups showed a sensitivity for pause distribution that helped them to determine the speaker's ease of lexical retrieval. Both groups mentioned aspects of intonation and planning efficiency as essential components of fluency. We conclude our presentation with implications for fluency rating instructions for language assessment and second language acquisition research purposes.Bosker, H. R., Pinget, A. F., Quené, H., Sanders, T., & De Jong, N. H. (2013). What makes speech sound fluent? The contributions of pauses, speed and repairs. Language Testing, 30(2), 159-175.Brown, A., Iwashita, N., & McNamara, T. (2005). An examination of rater orientations and test-taker performance on English for academic purposes speaking tasks (TOEFL Monograph 29). Princeton, NJ: Educational Testing Service.Isaacs. T. & Thomson, R.I. (2013). Rater Experience, Rating Scale Length, and Judgments of L2 Pronunciation: Revisiting Research Conventions, Language Assessment Quarterly, 10 (2), 135-159, DOI: 10.1080/15434303.2013.769545.Suzuki, S.,

Kormos, J., & Uchihara, T. (2021). The Relationship Between Utterance and Perceived Fluency: A Meta-Analysis of Correlational Studies. The Modern Language Journal.

Neurocognitive correlates of silent pauses in L1 and L2 speech production
01:45PM - 03:45PM
Presented by :

Andrea Revesz, University College London

Co-authors :

Hyeonjeong Jeong, Tohoku University

Shungo Suzuki, Assistant Research Professor, Waseda University

Haining Cui, Tohoku University

Shunsui Matsuura, Tohoku University

Kazuya Saito, University College London

Motoaki Sugiura , Tohoku University

The role of silent pausing in speech production has received much attention in recent years. A key issue that has intrigued researchers has been whether speech processing underlying pauses may differ depending on pause location, as predicted based on speech production models (e.g., Levelt, 1989). To date, no direct evidence is available about the neural processes underlying silent pauses in L1 and L2 speech. While a growing number of studies have found evidence in support of this hypothesis, previous studies have solely used cognitive-behavioural tools to investigate pausing behaviours (e.g., De Jong, 2016). Therefore, this study aimed to examine the neural correlates of silent pausing, in particular, how location of pausing (mid- versus end-clause) may relate to neural processes during spontaneous speech production and how pausing-related neural processes may vary across L1 and L2 speakers. Based on previous behavioural research, we hypothesised that mid- and end-clause pauses would be linked, respectively, to activation in language- and conceptualisation-related brain areas during both L1 and L2 speech, with the difference being more pronounced for L2 speakers. The participants were 26 intermediate-level Japanese university students of L2 English, who carried out eight monologic oral decision-making tasks, four in L2 English and four in L1 Japanese. The tasks asked participants to resolve crisis-related problems (e.g., selecting items to take after a flood alert, choosing people to be vaccinated when limited vaccines are available). Language and task version were counterbalanced across participants. While the participants were completing the tasks, their brain activity was recorded through fMRI scanning. An MRI-compatible noise-cancelling microphone was used to record their performance. Participants' L1 and L2 speech was transcribed using the software PRAAT and was annotated for mid- and end-clause silent pauses. Brain imaging data, for the duration of silent pauses, were analysed by using SPM12 in the conventional two-level analysis. First, we modelled two regressors of mid- and end-clause pauses in each L1 and L2 language task for each participant as an independent variable. Second, for the group analysis, we tested the effect of pause location (mid- vs. end-clause) and language (L1 versus L2) with two-way ANOVA implemented in SPM12. Our preliminary analyses, based on 32 L2 speech samples from 8 speakers, indicate that, as predicted, the left interior frontal gyrus (language-related area) showed greater activation during mid-clause pauses, whereas the left precuneus and left inferior parietal lobule (conceptualisation-related areas) were more active when participants paused end-clause. We will discuss the implications of the study for models of L1 and L2 speech production and cognitive-neuroscience more generally. We will also discuss the benefits and challenges of triangulating cognitive-behavioural and neuroimaging data to assess pausing behaviours during speech production.Levelt, W. J. M. (1989). Speaking: From intention to articulation. MIT Press.De Jong, N. H. (2016). Predicting pauses in L1 and L2 speech: The effects of utterance boundaries and word frequency. International Review of Applied Linguistics in Language Teaching, 54, 113–132.

The assessment of functional adequacy in L2 performance: Perspectives and challenges
01:45PM - 03:45PM
Presented by :

Folkert Kuiken, University Of Amsterdam, University Of Amsterdam

Co-authors :

Ineke Vedder, Research Affiliate, University Of Amsterdam

Linguistic performance elicited by language tasks has generally been operationalized in terms of complexity, accuracy and fluency (CAF). However, as has been argued in a number of studies (e.g., De Jong et al., 2012; Révész et al., 2016), assessment of L2 proficiency is impossible without considering the efficacy and appropriacy of L2 performance (henceforth 'functional adequacy', FA). From the perspective of task-based language assessment (TBLA; Long, 2015, 2016; Norris, 2016), FA is conceived of as a multi-layered, goal-directed, task-related construct, in terms of successful task completion by the speaker/writer in conveying a message to the listener/reader. A rating scale of FA for the assessment of oral and written performance has been developed, which distinguishes four dimensions: Task Requirements, Content, Comprehensibility, and Coherence & Cohesion (Kuiken & Vedder, 2017). In order to investigate the reliability, validity and applicability of the FA scale, a number of experimental studies have been conducted in which FA was assessed by both expert and non-expert raters, in different learning contexts, involving various source and target languages, proficiency levels (A2-C1), task types and modalities. Some of these studies have also investigated the relationship and mutual development of FA and CAF, resulting in mixed findings. The main outcome of the studies in which the FA scale was employed was that the FA scale is a reliable, valid and user-friendly tool and that, in terms of applicability, its scope is sufficiently broad. A number of issues and challenges for future research, however, still remain. The goal of our presentation is to discuss perspectives and challenges of research on FA for TBLA and SLA, in particular regarding the following topics: 1. Standardization An important issue concerns the reliability, validation and/or adaptation of the FA scale, in relation to learning context, target language, task type, task modality. In order to assure comparability of studies it is necessary to standardize test instrument, methodology, assesment tasks (use of 'proto-typical tasks'), data analysis and rater training.2. FA in relation to (sub)components of CAFAlthough (sub)components of FA and CAF appear to be connected to some degree, the overall picture is still unclear. Further investigation is needed, e.g., associations between FA descriptors and CAF measures, or the extent to which the relationship of FA and CAF is moderated by proficiency level and task type. 3. FA in interactional tasksSo far,

the FA rating scale has been employed exclusively for the assessment of monologic tasks. An important question is whether and how the rating scale can be used (adapted and/or extended) for interactional tasks. 4. FA in classroom practiceAnother issue which needs to be further explored is the role of FA in classroom and assessment practice, and how it can be incorporated into the field of instructed second language acquisition (ISLA). Future research should also examine the impact of different instructional treatments on the development of FA, and the possibility to use the scale for self-assessment by learners and/or peer feedback.

01:45PM - 03:45PM

3117

Session 2C

Format : Individual paper

Speakers

Hadil Alraddadi, PhD Student, University Of Reading

Marijana Macis, Senior Lecturer In TESOL And Applied Linguistics, Manchester Metropolitan University

Fanny Lundell, Professor, Stockholms Universitet

Lexical Attrition in L2 among Bilingual Saudi Arabic-English Returnees and Saudi Heritage Speakers in the United States
01:45PM - 03:45PM
Presented by :

Hadil Alraddadi, PhD Student, University Of Reading

Co-authors :

Jeanine Treffers-Daller, Professor, University Of Reading

Fraibet Aveledo, Supervisor, University Of Reading

This study analyses the impact of the L1 on processing of L2 verb-noun collocations among returnees and heritage speakers. As noted by Schmid and Köpke (2009), the most sensitive feature of the linguistic system is the lexicon. The available empirical research to date investigating attrition in lexical knowledge is scarce, particularly attrition in collocational knowledge (Schmitt, 2010). One of the few available studies (Kopotev, Kisselev, & Polinsky, 2020) suggests that heritage speakers (HSs) use transfer-based non-standard word combinations, and that analysing such combinations can throw new light on the role of input in HSs language development. Here we aim to contribute to this discussion in a study of English L2 verb-noun collocations in which we compare 30 child and 30 adult HSs and returnees (RTs) against monolingual users of English. Participants are 30 child and 30 adult RTs who had lived in the US for an extended period of time and returned to their country of origin, Saudi Arabia, either in early childhood or in adolescence. They are compared to 60 Saudi HSs living in the US, and a group of monolinguals. Receptive knowledge of English collocations was measured with a novel online lexical decision task (LDT) consisting of English collocations which were either congruent, such as 'have experience' or incongruent between Arabic and English, for example, 'do homework', or belonged to two types of unattested collocations, half of which were L1-based, such as 'grow fear' and the other half were unattested in either language, for instance, 'do mistakes'. Furthermore, a picture description task and an online gap-filling task focusing on verb-noun collocations were used to measure productive knowledge of collocations, and a range of baseline tests are administered to test vocabulary and grammar knowledge. It was predicted that HSs would achieve higher scores and experience less influence from Arabic on all productive and receptive tasks and would process English collocations faster than RTs, as the HSs are exposed to more and a richer input in English, whereas Saudi returnees are rarely exposed to English input. Preliminary results from 26 participants and a small control group of monolinguals reveal that RTs obtain lower scores than monolinguals on the LDT, whereas HSs perform at similar levels as monolinguals despite being younger and less experienced. In addition, there is a trend for RTs to be less good at identifying unattested transfer-based collocations with an Arabic equivalent than the HSs. Thus, the current study can throw new light on the role of input in collocational attrition among different groups of bilinguals.ReferencesKopotev, M., Kisselev, O., & Polinsky, M. (2020). Collocations and near-native competence: Lexical strategies of heritage speakers of Russian. International Journal of Bilingualism.Schmid, M. S., & Köpke, B. (2009). L1 attrition and the mental lexicon. In A. Pavlenko, The bilingual mental lexicon: Interdisciplinary approaches (pp. 209-238). Bristol, England: Multilingual Matters.Schmitt, N. (2010). Researching vocabulary: A vocabulary research manual. Basingstoke, UK: Palgrave Macmillan.

Examining optimal learning schedules for incidental acquisition of L2 collocations
01:45PM - 03:45PM
Presented by :

Marijana Macis, Senior Lecturer In TESOL And Applied Linguistics, Manchester Metropolitan University

Co-authors :

Suhad Sonbul, Assistant Professor, Umm Al-Qura University

Rezan Alharbi, Vice-dean For Female Students Affairs At The College Of Languages And Translation , King Saud University

One area that has received considerable attention within cognitive psychology is lag effect, or how spacing gaps of varying lengths between different learning sessions might influence learning (Cepeda et al., 2008; Rohrer & Pashler, 2007). These studies show that the optimal time between practice sessions or intersession intervals (ISIs) depends on retention interval (RI) or when testing takes place. Despite an upsurge of interest in distribution of practice effects in L2 learning, a limited number of studies have investigated the relationship between ISI and RI in relation to vocabulary, and this research has primarily focused on single words (Rogers & Cheung, 2020; Serrano & Huang, 2018, 2020). No study, to the best of our knowledge, has explored the impact of practice distribution on the acquisition of phrasal lexicon.To fill this gap, the current study employed a pretest-treatment-delayed posttest design to explore the effects of longer versus shorter spacing practice for the incidental acquisition of L2 collocations in the context of reading. There were 142 Arabic learners of English in total who were divided into four groups representing four

conditions: shorter spaced (3.5-day ISI), Control 1, longer spaced (7-day ISI), and Control 2. The target items were 25 adjective-noun collocations borrowed from Macis et al. (2021). They were seeded into five short stories where each collocation occurred once (unenhanced) in each passage (total exposures per collocation = 5). The 7-day ISI group read the five stories once every week for five consecutive weeks. The 3.5 ISI group read the same stories twice a week over a period of two and a half weeks. The participants in both conditions were instructed to read for general comprehension. After each reading, the students answered several comprehension questions, but there was no focus on the target vocabulary. The control groups, on the other hand, completed the tests only and reverted to their normal classes between pretest and delayed posttest. In order to provide a more complete picture of lexical development (Webb, 2005), collocational gains were measured at two mastery levels: meaning recall and form recall. Following Serrano and Huang (2018), a 25% ISI to RI ratio was adopted. Thus, the delayed posttest for the shorter spaced group and the Control 1 was administered 14 days after the last session. Conversely, the longer spaced group and Control 2 took the delayed posttest 28 days after the last session.Results of mixed-logit models (controlling for the pretest scores) show that in both conditions and for both measures, the experimental groups achieved significant gains (with a large effect) over the control groups. More importantly, findings indicate that there was no significant difference between learning gains in the shorter spaced group and the longer spaced group. In other words, the timing of the review did not significantly influence the long-term retention of L2 collocations when these were learned incidentally. The presentation will conclude with the implications of these findings to theories of second language acquisition and to pedagogical practice.

The impact of psychological and social factors on productive collocation knowledge in French long-term residents in Sweden
01:45PM - 03:45PM
Presented by :

Fanny Lundell, Professor, Stockholms Universitet

Co-authors :

Klara Arvidsson, Post Doctoral Researcher, Stockholm University

Andreas Jemstedt, Post Doc, Kungliga Tekniska Högskolan

Research on adult second language acquisition (L2A) has shown that some late L2 learners display nativelike performance for specific linguistic features (e.g. Lahmann, Steinkrauss and Schmid 2016). However, they generally do not perform within the L1 speaker range when assessed across the board for challenging L2 structures (see Abrahamsson and Hyltenstam 2009; Granena and Long 2013). Furthermore, researchers suggest that age effects tend to diminish after approximately 15 years of age (e.g. Abrahamsson 2012) and that the importance of social and psychological factors then increases (see also Hyltenstam 2018). Thus far, the most studied factor is that of language aptitude, which has been found to be an important factor in several studies (e.g. Granena and Long 2013). However, scholars argue that there is a need to include a larger variety of factors to fully understand adult L2A (e.g. Moyer 2013; Douglas Fir Group 2016). This is what Dollmann, Kogan and Weißmann (2020) did in a recent study, which showed that cognitive ability, education and social networks combined affected the degree of foreign accent in post-puberty learners. This study thus aims to contribute to this line of research.The study investigates how psychological and social factors relate to productive collocation knowledge in late L2 learners of Swedish (French L1) (N=59) with a minimum length of residence (LOR) of 5 years in Sweden. The included individual factors are: language aptitude (LLAMA), reported language use, social networks, acculturation (VIA), and personality (MPQ). Multiple linear regression analysis showed that positive effects were found for LLAMA D (phonetic memory), LLAMA E (sound-symbol correspondence), reported language use, and LOR. Furthermore, a negative effect was found for the personality variable Open-mindedness. These variables together explained 63 % (adjusted R^2) of the variance in the sample, a large effect in individual differences research.ReferencesAbrahamsson, N. 2012. 'Age of onset and nativelike L2 ultimate attainment of morphosyntactic and phonetic intuition,' Studies in Second Language Acquisition, 34/2: 187-214. https://doi.org/10.1017/S0272263112000022 Abrahamsson, N. and K. Hyltenstam. 2009. 'Age of L2 acquisition and degree of nativelikeness – listener perception vs linguistic scrutiny,' Language Learning 58/3: 249-306. https://doi.org/10.1111/j.1467-9922.2009.00507.xDollmann, J., I. Kogan and M. Weißmann. 2020. 'Speaking Accent-Free in L2 Beyond the Critical Period: The Compensatory Role of Individual Abilities and Opportunity Structures,' Applied Linguistics 41/5: 787–809. https://doi.org/10.1093/applin/amz029Douglas Fir Group. 2016. 'A transdisciplinary framework for SLA in a multilingual world,' The Modern Language Journal 100 (Supplement 2016): 19-47. https://doi.org/10.1111/modl.12301 Granena, G. and M. Long. 2013. 'Age of onset, length of residence, language aptitude, and ultimate attainment in three linguistic domains,' Second Language Research 29/3: 311-343. Hyltenstam, K. 2018. 'Second language ultimate attainment: Effects of maturation, exercise, and social/psychological factors,' Bilingualism: Language and Cognition 21/5: 921-923. doi:10.1017/S1366728918000172 Lahmann, C., Steinkrauss, R., and M. S. Schmid. 2016. 'Factors affecting grammatical and lexical complexity of long-term L2 speakers' oral proficiency, Language learning 66/2: 354-385.Moyer, A. 2013. Foreign accent. The phenomenon of non-native speech. Cambridge University Press.

Deliberate learning of L2 polysemy and homonymy: A contextualized vs. decontextualized approach
01:45PM - 03:45PM
Presented by :

Beatriz González-Fernández, Lecturer In Applied Linguistics, The University Of Sheffield

Co-authors :

Stuart Webb, Professor, University Of Western Ontario

The acquisition of meaning is vital for second language (L2) learning and use. While vocabulary research has long aimed at how to facilitate this acquisition, studies have typically focused on the learning of one meaning. However, most words in a language have multiple meanings (Hoshino, 2018), and research suggests that one of the challenges of L2 lexical development is learning the different meanings of words (Crossley et al., 2010; González-Fernández & Schmitt, 2020). It has been claimed that, due to their contextual nature, multiple meanings would benefit more from contextualized than decontextualized learning (Schmitt, 2014). Yet, few studies have examined the acquisition of multiple meanings in an L2 and how different instructional methods and types of meaning that a word can convey

affects learning. Some research has investigated the acquisition of polysemy (meanings derived from the same origin) with a contextualized instructional approach (e.g., Verspoor & Lowie, 2003). However, it is still unclear how homonymous meanings of words (meanings derived from different origins) are learned by L2 learners compared to polysemous meanings, and how different instructional approaches (e.g., decontextualized flashcards) influence the learning of these various types of meaning.The present study compares the deliberate learning of L2 homonymous and polysemous meanings under two instructional conditions. Following a quasi-experimental pretest-posttest design, 100 Spanish-speaking EFL learners were divided into a control group (n = 30) and two experimental groups: contextualized learning group (n = 34), who encountered the target items in a contextual sentence, and decontextualized learning group (n = 36), who saw the target items in isolation. Participants in the experimental groups were taught, via flashcards, new, secondary meanings of 10 polysemous (e.g., chair) and 10 homonymous (e.g., toast) words (controlled for length, PoS, cognateness, and frequency) for which they already knew the most common meaning (e.g., 'a seat for one person' for chair, and 'bread that has been heated to make it brown' for toast), as evidenced by pre-tests. 10 primary meanings of unknown words (e.g., flesh as 'the soft tissue of the body') with the same variable manipulation were also included for comparison. Meaning-recall and meaning-recognition knowledge was tested immediately after the treatment and again one week later. Mixed-effect modelling analyses were used to compare the effect of learning condition (contextualized vs. decontextualized) and meaning type (polysemous, homonymous, and primary meaning), as well as to explore the effects of participants' proficiency level and intralexical factors on learning. The results revealed that both experimental groups experienced significant gains across all types of meaning (polysemous, homonymous, and primary meaning), although the decontextualized group showed an advantage in both the immediate and delayed post-tests. Importantly, the polysemous and homonymous meanings were learned and retained at a similar rate by both experimental groups, indicating that the etymological distinction between the two types of meaning may not be a determinant factor in the L2 acquisition of a word's multiple meanings. The methodological and pedagogical implications of the findings will be discussed in detail.

01:45PM - 03:45PM

3118

Session 2D

Format : Individual paper

Speakers

Aysel Saricaoglu, Assistant Professor , Social Sciences University Of Ankara

Jonny Serfaty, PhD Candidate, Universitat De Barcelona

Sina Bosch, University Of Potsdam

Marije Michel, Chair Of Language Learning, Groningen University

Perceptions of syntactic complexity: Comparing expert, native speaker, and L2 learner judgments
01:45PM - 03:45PM
Presented by :

Aysel Saricaoglu, Assistant Professor , Social Sciences University Of Ankara

Co-authors :

Taichi Yamashita, The University Of Toledo

Syntactic complexity as an indicator of language performance and proficiency has received considerable attention from L2 writing researchers. Existing studies are mostly based on the written products of L2 learners, analyzing the sentence-level, clause-level, and phrase-level structures. Such performance data gathered from production tasks can provide direct information about learners' language use, but may not reflect the learner's non-observable aspects (Ionin & Zyzik, 2014). A receptive knowledge test can be used to gain information with greater reliability about how learners perceive syntactic complexity. In this presentation, we will report on how users of English from different groups perceive written syntactic complexity by making use of a syntactic complexity judgement test recently developed based on the stages for syntactic complexity features in L2 academic writing as proposed by Biber, Gray, and Poonpon (2011). According to Biber et al. (2011), L2 learners' development of syntactic complexity features progresses through certain stages "from simple clause structures to the more complex and elaborated clause structures that are supposedly typical of professional academic writing" (p. 9). We specifically aim to find out to what extent users of English from different groups (expert users of English, native speakers of English, and L2 learners of English) can distinguish the complexity differences between syntactic structures from different stages. Using a syntactic complexity judgment test (SCJT), we will collect data from three groups of users of English: 30 native speakers (NSs) of English who were undergraduate students taking Japanese classes at a university in the USA: 30 nonnative speakers (NNSs) of English who were undergraduate students enrolled in the English Language and Literature program at a university in Turkey: and 30 experts of English language (native and non-native) who completed a PhD program in (Applied) Linguistics. The SCJT includes 42 items with pairs of English sentences including syntactic structures from different developmental stages (both adjacent and non-adjacent). We will ask the participants to judge which of the structures in a pair they think is syntactically more complex than the other. The target structure types are adverbial clauses, complement clauses, adverbial phrases, prepositional phrases, and noun phrases. We expect to find differences in the judgments of users from the three groups. We expect that the judgments of the expert group will follow the proposed developmental stages more closely than the judgments of the native speakers and L2 learners of English. We hope that our findings will contribute to the field of L2 writing by providing teachers with an alternative means of assessing and understanding their students' syntactic complexity knowledge. Using this test can help in increasing instructional focus on complexity within L2 writing classrooms.ReferencesBiber, D., Gray, B., & Poonpon, K. (2011). Should we use characteristics of conversation to measure grammatical complexity in L2 writing development? TESOL Quarterly, 45, 5–35.Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. Studies in Second Language Acquisition, 27, 141–172. https://doi.org/10.1017/S0272263105050096

Differential Lag Effects for Vocabulary and Grammar learning

01:45PM - 03:45PM
Presented by :

Jonny Serfaty, PhD Candidate, Universitat De Barcelona

Co-authors :

Raquel Serrano Serrano, University Of Barcelona

The aim of this study was to provide new insights on how the distribution of practice affects second language (L2) vocabulary and grammar learning. Previous research under lab conditions has consistently shown a lag effect for vocabulary learning, according to which more spacing between learning sessions leads to higher long-term gains (Cepeda et al., 2006). However, this effect has not been found in classroom studies with younger learners or for L2 skills practice in the lab (e.g., Rogers & Cheung, 2020; Suzuki & DeKeyser, 2017). The cause of this discrepancy is still unclear due to the variety of methodologies typically used in these studies and the lack of experimental control in classroom studies. In order to investigate where the lag effect applies in L2 learning, we conducted two experiments among the same population of secondary school learners (n = 140) in an international English school in Cambodia using cued-recall training with Quizlet, a methodology similar to previous lab studies but taking place in the classroom. One experiment used 16 grammar items, in which cues were scenarios written in English and target items were full sentences that exemplified a target grammar rule, and the other used 16 paired-associates including previously unknown vocabulary items. Participants learned two categories for grammar (future perfect and third conditional) and for vocabulary (animals and food), with two sessions per category spaced either 1 or 7 days apart, counterbalanced between participants, and with no additional instruction. They performed cued-recall tests at either 7 or 28 days after treatment. The results of the generalized linear models revealed that longer spacing was beneficial for vocabulary learning especially for long-term retention, contrary to previous findings reported for younger learners in classroom settings and suggesting that the lag effect does apply to younger learners but only for controlled retrieval-based vocabulary learning. However, there was no main effect of lag for grammar learning, in line with previous skills acquisition studies. These results will be interpreted according to the Desirable Difficulty Framework (Suzuki et al., 2019) and the Declarative/Procedural Model (Ullman, 2020).ReferencesCepeda, N. J., Coburn, N., Rohrer, D., Wixted, J. T., Mozer, M. C., & Pashler, H. (2009). Optimizing distributed practice theoretical analysis and practical implications. Experimental Psychology, 56(4), 236–246. Rogers, J., & Cheung, A. (2020). Input spacing and the learning of L2 vocabulary in a classroom context. Language Teaching Research, 24(5), 616–641.Suzuki, Y., & DeKeyser, R. (2017). Effects of distributed practice on the proceduralization of morphology. Language Teaching Research, 21(2), 166–188.Suzuki, Y., Nakata, T., & DeKeyser, R. (2019). The Desirable Difficulty Framework as a Theoretical Foundation for Optimizing and Researching Second Language Practice. Modern Language Journal, 103(3), 713–720.Ullman, M. T. (2020). The Declarative/Procedural Model. In B. VanPatten, G. D. Keating, & S. Wulff (Eds.), Theories in Second Language Acquisition (3rd ed., pp. 128–161). Third edition. | New York, NY: Routledge, 2020.

Word-order variation in L2 German infinitival complementation

01:45PM - 03:45PM
Presented by :

Sina Bosch, University Of Potsdam

Co-authors :

Claudia Felser, University Of Potsdam

Previous experimental research on the non-native (L2) acquisition of word order has predominantly focused on learners' ability to distinguish grammatical from ungrammatical structures. Few studies have investigated the acquisition of permissible structural variation [e.g. 1,2]. Here we use an experimental approach to examine the word-order preferences of advanced L2 learners of German across different modalities, and the extent to which these are affected by participants' native language (L1) background (Dutch vs. Russian). German exhibits substantial variability regarding the linearisation of infinitival complements. They can be extraposed to the right of the matrix verb (1), intraposed to its left (2), or realised discontinuously as in (3) (the 'third construction' pattern) [3].(1) EXTRAPOSITION: … dass Fred versucht [den Hund zu streicheln] (2) INTRAPOSITION: …dass Fred [den Hund zu streicheln] versucht (3) THIRD CONSTRUCTION: …dass Fred [den Hund] versucht [zu streicheln] '…that Fred tries to pet the dog'Raising verbs (e.g. scheinen 'seem') normally require intraposed infinitives while control verbs (e.g. versuchen 'try') allow for more word-order variability, with extraposition being the preferred structural variant and third constructions rarely attested [4]. In Dutch, infinitival complements of control verbs may either be extraposed or linearised in a third construction pattern, whilst only the latter option is normally available for raising verbs. Russian differs from German and Dutch in that all infinitive-embedding verbs predominantly occur with extraposed infinitival complements.Experiment 1 was a written production task examining the linearisation choices of L1 Russian (n=46) and Dutch-speaking (n=20) advanced (C1/C2) late learners of German and L1 German controls (n=46), and Experiment 2 was a scalar acceptability judgement task carried out with comparable groups of L2 speakers (Russian: n=34; Dutch: n=28). Our results revealed between-group differences indicative of L1 effects. In Experiment 1, although intraposition was the preferred choice for raising verbs, Russian speakers produced significantly more extraposed infinitives for raising verbs than L1 German speakers did, and Dutch speakers produced reliably more third constructions compared to the other participant groups. For control verbs, all participant groups preferred extraposition over other structural variants, with no statistical group differences. L1 effects were stronger in Experiment 2, where Russian speakers rated extraposition most favourably for raising verbs, whereas Dutch speakers favoured third constructions. For control verbs, Dutch speakers rated third constructions significantly more favourably relative to Russian speakers. Our results confirm and extend earlier findings of even advanced learners showing reduced sensitivity to distributional constraints on L2 syntactic variation [2] and of L1 effects on learners' word-order choices [1]. The observed task differences suggest that L1 distributional constraints affect L2 metalinguistic judgements more strongly than production. The implications of our findings for approaches to L1 transfer will be discussed. References[1] Gries, S. Th., & Wulff, S. (2013). International Journal of Corpus Linguistics 18, 327–356. [2] Jäschke, K., & Plag, I. (2016). Studies in Second Language Acquisition 38, 485–521. [3] Haider, H. (2010). The syntax of German. CUP. [4] Bosch, S. et al. (to appear). Journal of Comparative Germanic Linguistics.

Do formulaic sequences mask proficiency? Considering evidence from a large learner corpus

01:45PM - 03:45PM
Presented by :

Marije Michel, Chair Of Language Learning, Groningen University

Co-authors :

Akira Murakami, University Of Birmingham
Ute Römer, Georgia State University
Theodora Alexopoulou, Principal Research Associate, University Of Cambridge

Our paper seeks to explore the relationship between formulaic sequences (FSs) and second language (L2) proficiency, building on earlier work by Myles (2012). We define FSs as frequently-occurring combinations of words which may allow for internal variation and which carry stable meanings (e.g., 'make a decision', 'make a ADJ decision'). Earlier work suggests that the use of FSs positively affects fluency and accuracy, and that L2 learners benefit from an implicit or explicit focus on FS during instruction (Boers et al., 2006, Wray, 2018). Yet, when a learner's language use contains a large number of FSs, this might also create a challenge for language teachers and testers: when trying to assess the proficiency level, the structures underlying FSs may or may not reflect a student's level of lexicogrammatical competence. For example, a learner who uses FSs such as 'how do you do' or 'why don't you V' may not yet have mastered wh-question formation with verb inversion. This inspired us to explore whether (and if so in what ways) FSs mask the proficiency of L2 learners.To address this question, we extracted data on a selection of high-frequency FSs from a 24-million word subset of the Cleaned Subcorpus of the EF-Cambridge Open Language Database (EFCAMDAT; Shatz, 2020) of learner writing. We started from lists of frequent n-grams of various lengths and grouped files in EFCAMDAT by learner proficiency, ranging from A1 to C1 (according to the CEFR). Two of the FSs selected for our analysis, 'why don't you V' and 'I think you should V,' first appear in A1 learner responses to a prompt in unit 21 (of 128) on 'Giving suggestions about clothing'. Despite their frequent early occurrence in the corpus, these two FSs build on fairly complex morphosyntactic structures (e.g., subject-verb inversion, do-support, negation). We studied the use of these and other FSs across EFCAMDAT levels with particular attention paid to their variability and accuracy of use. For each slot in a FS we measured the lexical diversity (MATTR, MTLD) and predictability (normalized entropy) at each proficiency level.Results point to an overall lack of productivity in the use of the focus FSs at the A1 and A2 levels, as well as low accuracy when Al/A2 learners move away from the initial fixed sequences, resulting in erroneous or unidiomatic uses such as 'why don't you joining' and 'I suggest you should V'. For variable slots in the FSs, we found an increase in lexical diversity and a decrease in predictability as learners move from beginner to intermediate and advanced levels. We also observed that 'I think you should V' shows productivity earlier than 'why don't you V,' suggesting that learners need longer to acquire the more complex morphosyntax of this FS. In line with earlier work, we argue that FSs play an important role in early L2 development and instruction. Our findings suggest that assessment of language containing many FSs benefits from taking productivity and variability of their underlying structures into account.

01:45PM - 03:45PM

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Session 2E
Format : Individual paper

Speakers
Kamil Długosz, Assistant Professor, Adami Mickiewicz University, Poznan
Kholoud Al-Thubaiti, Associate Professor, UQU
Afnan Aboras, Senior Lecturer, Al-Baha University
Paweł Ziomek, PhD Student , University Of Warsaw

Processing gender agreement in an additional language: The more languages the better?
01:45PM - 03:45PM
Presented by :

Kamil Długosz, Assistant Professor, Adami Mickiewicz University, Poznan

Previous research has demonstrated that L2 learners whose L1 encodes grammatical gender process gender agreement more efficiently than those whose L1 lacks gender, particularly when agreement rules are similar in L1 and L2 (e.g., Sabourin & Stowe 2008; Foucart & Frenck-Mestre 2011). However, the question of whether knowledge of two gendered languages can be beneficial for learners when processing gender agreement in an additional language (L3/Ln) has not yet been addressed.To bridge this research gap, the present study asks whether knowledge of German in addition to native Polish (both are gendered languages) can facilitate gender agreement processing in Swedish as L3/Ln. To address this question, 60 adult L1 Polish learners of Swedish as either L3 or L4 (in terms of chronology) were recruited. All of them had English as their L2. Half of them additionally learned German as their L3 before Swedish. Learners at intermediate (B1/B2) and advanced (C1) proficiency levels in Swedish participated (while keeping constant proficiency in German and English) to test whether the facilitative effect of German, if any, could depend on proficiency in Swedish. A timed judgment task was developed, in which learners evaluated correctness of indefinite article-noun pairs in Swedish, which either agreed (n = 22) or did not agree in gender (n = 22). Half of them included nouns of uter gender, e.g., "en gitarr" (a guitar), while the other half included nouns of neuter gender, e.g., "ett nyckel" (a key). All nouns were inanimate, and their gender could not be predicted by their morphophonological shape. The nouns were balanced across genders and phrase types in terms of length, frequency in Swedish, and cognate status with respect to Polish, English, and German. In addition, participants took part in an untimed gender assignment task to control for their lexical knowledge of gender.Judgment accuracy and response time data were submitted to Generalized Linear Models with the factors Group (L4 Swedish, L3 Swedish), Proficiency (intermediate, advanced), Noun Gender (uter, neuter), Phrase Correctness (concord, discord), and Gender Assignment Accuracy (accurate, inaccurate). To evaluate the effect of proficiency in Swedish, the interaction between Group and Proficiency was included in the model.For both judgment accuracy and response time, the analysis revealed significant effects of Proficiency, Phrase Correctness, and Gender Assignment Accuracy. Gender concord was processed more easily than

gender discord, advanced learners outperformed intermediate learners, and gender assignment knowledge benefited gender agreement. Most importantly, intermediate learners from the L4 Swedish group processed article-noun pairs faster than intermediate learners from the L3 Swedish group, arguably due to transfer of the similar gender agreement rules. This study thus shows that knowledge of an additional gendered language beyond the L1 can facilitate gender agreement processing in an additional language.ReferencesFoucart, A. & Frenck-Mestre, C. (2011) Grammatical gender processing in L2: Electrophysiological evidence of the effect of L1-L2 syntactic similarity. Bilingualism: Language and Cognition, 14(3), 379–399.Sabourin, L. & Stowe, L. A. (2008). Second language processing: when are first and second languages processed similarly? Second Language Research, 24(4), 397–430.

The role of L1 on the L2 development and processing of Arabic grammatical gender
01:45PM - 03:45PM
Presented by :

Kholoud Al-Thubaiti, Associate Professor, UQU

Research in L2 morphology shows that gender agreement between nouns and adjectives/determiners can be successfully acquired at advanced proficiency levels (e.g., Hopp, 2013; Sagarra & Herschensohn, 2013), but less is known about gender agreement between nouns and verbs (e.g., Alamary, 2019). Therefore, this study investigates gender agreement within the verbal domain in L2 Modern Standard Arabic (MSA) by L2ers from different L1 backgrounds. Nouns in MSA show two grammatical genders (masculine and feminine). While the masculine noun form is morphologically unmarked (1a), the feminine gender on nouns is often overtly marked by the suffix (-ah) (1b). In verbal constructions, the verb should show gender agreement with the subject noun whether in pre-verbal or postverbal positions. With imperfective verb forms, the prefix (ta-) is realized on the verb with feminine 3rd person singular nouns (1b). a. ya-ktubu al-muʕallim ʕlə as-sabura3SM-write.IPFV the-teacher.SM on the-boardb. ta-ktubu al-muʕallim-ah ʕlə as-sabura3SF-write.IPFV the-teacher-SF on the-board'The teacher writes/is writing on the blackboard'This study was conducted with 94 L1 Arabic controls, and 59 L2 Arabic learners (27 English, 5 Europeans, 6 Filipinos, 6 Africans, and 15 Indians). Testing for L1 effects, the L2ers were grouped based on absence/presence of gender in their L1s (39 [-gender] and 20 [+gender]). Based on self-reported proficiency, there were 13 advanced, 26 intermediates, and 20 novices. An online grammaticality judgment task was designed to measure accuracy and reaction time (RT) to 64 sentences exemplifying gender (dis)agreement between verbs and subject nouns in postverbal position, as (1). The participants' task was to judge each sentence as accurately/quickly as possible by pressing one of three options (possible, impossible, not sure). The stimuli were constructed in 4 minimal pairs crossing 3 factors: gender (masculine vs. feminine), noun class (human vs. animal), and agreement (matched vs. mismatched). There were 16 multiple lexicalizations for subject nouns (all 3rd person singular) and another 16 for imperfective verbs. The lexical items were among the 5000 most frequent Arabic lemmas (Buckwalter & Parkinson, 2011). The 64 stimuli were distributed in 4 lists, yielding 16 target items per list (8 matched agreements and 8 mismatched agreements), along with 32 fillers per list. Unlike the L1 Arabic controls, the L2ers from (+/- gender) L1 groups gave significantly less accurate judgments on the mismatched gender agreements compared to the matched ones. However, regardless of L1, the L2ers with increased proficiency levels showed increased comparable accuracy on (mis)matched paired conditions. Like the L1 controls, the performance of L2ers from all L1 groups was significantly affected by noun class but not by gender. While they performed alike on masculine and feminine paired conditions, they gave higher accuracy and shorter RTs on human nouns than animals, where both correspond to biological sex. Taken together, these results suggest that Arabic grammatical gender in the verbal domain is acquirable by adult L2ers with increased proficiency, even among L2ers who don't mark gender in their L1.

Acquisition of interpretable and uninterpretable features with generic references in English
01:45PM - 03:45PM
Presented by :

Afnan Aboras, Senior Lecturer, Al-Baha University

This study focused on the acquisition of generic references with 160 Saudi-Arabic learners of English. The generic references in English have two types: 1) NP generic, which use the definite article with singular contexts (e.g., 'the dinosaur is extinct') and plural -s with plural contexts (e.g., 'Dinosaurs are extinct') and 2) sentence generic, which use the indefinite article with singular contexts (e.g., 'a potato contains vitamin C') and plural -s with plural contexts (e.g., 'potatoes contain vitamin C'). The Arabic language only uses the definite article (al-) [the] with generic references with singular and plural contexts. Generic reference acquisition in English consists of both interpretable (articles a and the) and uninterpretable (numbering characteristics related to the noun of the article) features. This study tested two hypotheses: the Bottleneck Hypothesis (Slabakova, 2019) and the Representational Deficit Hypothesis (Hawkins & Chan, 1997). The former posits that learners can map features between L1 and L2 and that similarities and differences between languages affect acquisition. The latter hypothesis postulates that learners can acquire the interpretable features but cannot acquire a new uninterpretable feature if it is already set in their L1. This research used two acceptability judgement tasks obtained from Snape (2013) and a forced-choice elicitation task also developed by Snape (2008). The results showed that the Saudi-Arabic learners were more accurate with the NP generic singular than the NP plural because they tended to overuse the definite article. For the sentence generic, the learners showed low accuracy with both singular and plural contexts, displaying a tendency to overuse the definite article. The learners' low accuracy with generic references was found to be due to the difference between L1 and L2, supporting Slabakova (2019), and not because the learners could not acquire a new uninterpretable feature, as stated by Hawkins & Chan (1997). ReferenceHawkins, R., & Chan, C. (1997). The partial availability of Universal Grammar in second language acquisition: The 'failed functional features hypothesis. Second Language Research, 13(3), 187–226. https://doi.org/10.1191/026765897671476153Slabakova, R. (2019). The Bottleneck Hypothesis updated. In Three streams of generative language acquisition research (pp. 319–345). John Benjamins Publishing Company. https://doi.org/10.1075/lald.63.16slaSnape, N. (2008). Resetting the Nominal Mapping Parameter in L2 English: Definite article use and the count–mass distinction. Bilingualism: Language and Cognition, 11(1), 63–79. https://doi.org/10.1017/S1366728907003215Snape, N. (2013). Japanese and Spanish adult learners of English: L2 acquisition of generic reference. Studies in Language Sciences: Journal of the Japanese Society for Language Sciences, 12, 70–94.

Family Language Policy of Polish-UK families in Poland: a longitudinal multiple-case study.
01:45PM - 03:45PM
Presented by :

Paweł Ziomek, PhD Student , University Of Warsaw

The varied economic, political, and sociocultural processes collectively known as globalisation have triggered new patterns of immigration, diasporic arrangements, forms of work, and pathways of movement. This has resulted in a growing number of transcultural marriages and partnerships characterised by multilingualism and dynamic language configurations. These families often face challenges in managing language diversity in the home, including issues of language choice and values and beliefs ascribed to particular languages, which impact children's linguistic development. An emerging field that bridges the gap between language policy and child language acquisition and investigates how language is perceived and managed at the family level is Family Language Policy (FLP). Given the increased number of UK citizens living in Poland and the sparse number of studies on FLP in the Polish context, my PhD research seeks to understand how these binational families negotiate multilingualism in the home, with an emphasis on the maintenance of both languages. Specifically, I will investigate (1) how parents negotiate, develop and manage language use across time and space, and (2) how children experience bilingualism and act as agents in (re)shaping language use within the family.Based on the tripartite model of FLP (Spolsky 2004) and a triangulation of methods, my research will be divided into three stages. The obtained data will be transcribed verbatim and analysed according to the Grounded Theory approach. Rich points and recurrent themes will be noted and conceptualised through constant comparison.The first stage, based on an online survey, is expected to provide preliminary information on approximately 100 families, such as their socioeconomic status (SES), language choice patterns, parents' discourse strategies, language ideologies and beliefs. In the second stage, I will delineate in-depth case studies of 3 families selected from stage I. To this end, I will conduct semi-structured interviews to capture the respondents' reflections on their lived experiences and behaviours in various contexts and trace the trajectory of their linguistic identities and satisfaction with the children's language development. Additionally, I will supplement the interviews with language portraits to help depict children's views of their languages, including what linguistic resources they have at their disposal, and how they relate affectively to their languages. Finally, audio-recorded observations will provide a broader perspective on participants' language socialisation practices and implicit ideologies, and allow for a comparison of reported and observed language management.The third stage will involve follow-up observations conducted over the period of 2 years in 6-month intervals. I will compare the data with the earlier results to explore the nature of child agency and FLP dynamics of the researched families.To provide a diverse research perspective, the three families will be selected based on their approaches to FLP and different language choice patterns. All families will be of similar SES. The researched children will be above 9 years of age, which will ensure insightful interviews and allow for investigating the role of schooling and peers in their language choices and agency.

01:45PM - 03:45PM

3120

Session 2F

Format : Individual paper

Speakers

Pedro Guijarro-Fuentes, Full Professor In Spanish, Universidad De Las Islas Baleares
Evangelia Daskalaki, University Of Alberta
Miyu Takakusagi, Student, EXBRAIN
Aida Garcia-Tejada, PhD Candidate, Universidad Autónoma De Madrid

L1 versus Dominant Language Transfer in L2 and Heritage Swedish Speakers of Italian
01:45PM - 03:45PM
Presented by :

Francesco Romano, Halmstad University

Co-authors :

Pedro Guijarro-Fuentes, Full Professor In Spanish, Universidad De Las Islas Baleares

L1 transfer is a hallmark of bilingualism. Studies describing how L1 transfer affects late pubertal L2 grammatical systems abound in SLA research. This research has found L1 transfer to be linked to 3 key phenomena, divergence between L1 and L2 representations, interlanguages, and L2 fossilization (Vainikka & Young-Scholten 2011; Schwartz & Sprouse in Press). In contrast, far less is known of the role of L1 transfer when the two grammars come into contact earlier in life, otherwise dominant language transfer in heritage language grammars (Polinsky, 2018). Unlike adult L2 speakers, the dominant language of the heritage speaker potentially affects the weaker language already from childhood. The best evidence to date of dominant language transfer comes from studies focusing on L2 syntax exploiting language production tasks (Fenyvesi 2005; Cuza & Frank 2015; Cuza & Strik 2012). These studies, however, employed elicited imitation which has been criticized for failing to evaluate capacity to produce (rather than imitate) language (Vinther 2002) and bias monolingual populations when comparted to heritage speakers (Polinsky 2018). Another method which has been shown to tap into abstract representations fairly validly is structural priming (Jackson, 2018 for a state-of-the-art). Intrinsically linked to the use of priming and L1 transfer is the Basic Continuity Hypothesis (BCH) (Romano 2018) which maintains the sentence production mechanisms of monolingual (L1) and highly proficient L2Ss are similar enough for the latter to be able to integrate semantic and syntactic information in native-like manner despite any associated structures being absent in the L2Ss' L1 grammar. Thus, in the study we present, we extend the BCH to heritage speakers. The questions we address are as follows:RQ1: To what degree does transfer affect L2 and heritage grammars?RQ2: How similar are the language production mechanisms in L2 and HL to monolingual speakers, particularly when a structure requiring integration of semantic/syntactic information is absent from the L1/dominant language of the bilingual?To address these questions, an oral structural priming task was employed to compare advanced Swedish speakers of Italian (n = 13), proficiency-matched adult heritage Italian speakers (n = 14) dominant in

Swedish, and Italian monolinguals (n = 18). The production of 4 clitic structures requiring coordination of syntactic/semantic information, namely proclisis with lexical, modal, and causative verbs and si-passives which are only possible in Italian (1-4), in comparison to a structure shared by both Italian and Swedish, namely transitives (5) was measured. If L1 transfer (RQ1) occurs, it was predicted that the transitive structures would lead to higher priming rates than clitic structures in the L2 and HL groups as the bilinguals are eased by an overlap in L1/L2 transitive structures. Moreover, if the BCH applies to both L2S and heritage speakers(RQ2), priming rates will be significantly high (above 60%) and comparable to native speakers. Results showed that bilinguals are not primed any more on transitives than some clitic structures, rejecting transfer. Moreover, they are primed higher than 60% on all but clitics + modals structures with most contrasts by structure not being statistically significantly different from monolinguals, supporting the BCH. Finally, an analysis of divergent structures produced shows L2/HL passive structures to be remarkably compatible with those produced by monolinguals at earlier developmental stages reported in previous research (see L1 versus Dominant Language Transfer in L2 and Heritage Swedish Speakers of Italian.pdf)ReferencesCuza, A, and N. Strik. 2012. 'Patterns of morphosyntactic convergence and child L1 attrition: Evidence from subject–verb inversion in Spanish–English bilingual children.' in Paper presented at the Linguistic Symposium on Romance Languages 42. Southern Utah University. Cuza, A., and J. Frank. 2015. 'On the role of experience and age–related effects: Evidence from the Spanish CP'. Second Language Research 31/1: 3–28. https://doi.org/10.1177/0267658314532939Fenyvesi, A. 2005. 'Hungarian in the United States' in A. Fenyvesi (ed.): Hungarian Language Contact outside Hungary: Studies on Hungarian as a Minority Language. John Benjamins, pp. 265–318Polinsky, M. 2018. Heritage Languages and Their Speakers. Cambridge University Press.Romano, F. 2018. The Basis Continuity Hypothesis of L1 to L2 production. Second Language Research 3: 275-308. https://doi/abs/10.1177/0267658317729423. Schwartz, B. D., and R. A. Sprouse (in press). 'The role of Universal Grammar in nonnative language acquisition.' in I. Roberts (ed.): The Oxford handbook of Universal Grammar. Oxford University Press.Vainikka, A., and M. Young-Scholten. 2011. The acquisition of German: introducing Organic Grammar. De Gruyter Mouton.

The role of morphological cues in the comprehension of complex syntax: The case of Arabic-speaking children in Canada
01:45PM - 03:45PM
Presented by :

Evangelia Daskalaki, University Of Alberta

Co-authors :

Adriana Soto-Corominas, BUniversitat Internacional De Catalunya
Aisha Barise, McGill University
Johanne Paradis, University Of Alberta

Background. Previous studies show that even though monolingual children find object relatives easier than subject relatives, their comprehension of object relatives can be facilitated by morphological cues, such as gender (Guasti et al., 2012). Given that in heritage contexts functional morphology is a vulnerable domain, a question that should be addressed is whether bilingual children, who are heritage speakers of their L1, will also be able to use morphological cues to comprehend complex syntax (Chondrogianni & Schwartz, 2020). To contribute to this line of research, we compared bilingual, first generation, Syrian Arabic-speaking children in Canada (N=108; Mean Age: 12;3; Mean AoA: 7;6) with monolingual, Syrian Arabic-speaking children in Syria (N=18; Mean Age: 11;6) with respect to their comprehension of Syrian Arabic relative clauses. Furthermore, we examined whether bilingual children's comprehension of relative clauses would be affected by their knowledge of gender while considering their Age of Acquisition of English (AoA).Research Questions. We asked: A) How do bilingual, Syrian Arabic-speaking children in Canada compare with monolingual children in Syria in their comprehension of relative clauses?; B) Does AoA and knowledge of gender morphology affect bilingual children's comprehension of relative clauses in Syrian Arabic? Methods. We used two offline sentence-picture matching tasks targeting relative clauses and gender (in object clitics). The task targeting gender included items with feminine and masculine object clitics (e.g., el–ʔarnab dˤam–o 'The rabbit hugged him'). The task targeting relative clauses included two conditions: Matching relatives (both Subject and Object matched in gender (1)); Mismatching relatives (Subject and Object differed in gender (2)).el–ʔarnab yali yi–dˤum–o el–ʔrd (2) el–ʔarnab yali t–dˤum–o el–ʔitˤa the-rabbit.M that 3SG.M–hug-him the-monkey.M the-rabbit.M that 3SG.F–hug-him the-cat.F'The rabbit that the monkey hugs.' 'The rabbit that the cat hugs.'Predictions. We predicted that if gender morphology on clitics has a facilitative effect, then bilingual children, like monolingual children, will have a higher performance in mismatching relatives (where gender cues on clitics disambiguate reference) (A); and that there will be an association between children's knowledge of clitic morphology (gender) and children's comprehension of relatives (B).Analysis and Results. We ran two mixed-effects logistic regression analyses. With respect to A, results revealed that monolingual children were more accurate than bilingual children, and that both groups were more accurate in subject relatives and in mismatching relatives. For question B, we focused on the comprehension of object relatives by the bilingual group. Results revealed that children's knowledge of gender morphology (on clitics) was a positive predictor of children's knowledge of relative clauses, even when controlling for AoA. Conclusion. Overall, our results support the conclusion that, like monolingual children, first generation, Arabic-speaking children living in Canada can use morphological cues to comprehend complex syntax in their L1. Furthermore, their comprehension of relative clauses is contingent on their comprehension of gender morphology on clitics.

Acquisition of Japanese particles WA AND GA by heritage speakers
01:45PM - 03:45PM
Presented by :

Miyu Takakusagi, Student, EXBRAIN

Co-authors :
Neal Snape, Professor, Gunma Pref. Women's Univ.

In Japanese, the particles WA and GA are categorized into different usages according to Hasegawa (2014). WA has three different usages (Contrastive, Thematic, and Negative-scope marker) and GA into three (Object, Subordinate, and Indefinite). Previous second language acquisition studies have found that it is not necessarily the WA and GA that

cause learners difficulties, but the difficulties are function-specific rather than particle-specific (Oshiro, 2021). However, to our knowledge, no-one has investigated the processing of particles in real time by bilinguals. The aim of this ongoing study is to compare heritage speakers and native Japanese in the acquisition of Japanese particles WA and GA. A forced-choice elicitation task (FCT) and a self-paced reading task (SPR) was conducted on the Japanese particles WA and GA. The FCT and SPR has thirty-six test items with WA and GA, and thirty-two fillers. Each test item was presented in a short independent conversational dialogue between two people. There were 10 participants, 5 heritage speakers and the 5 native speakers of Japanese. All heritage speakers (HS) speak their respective heritage languages with their families at home. For example, one participant is a HS of Spanish and Portuguese as her father is Brazilian and mother comes from Peru. They speak Spanish and Portuguese at home and Japanese outside of the home. We predict that given the HSs are early acquirers of Japanese they will likely have developed a high level of linguistic competence in Japanese, but less Japanese input in the home environment (Unsworth, 2016) may affect the degree of comprehension and real-time processing.Figures 1-6 show the difference between heritage speakers and native Japanese speakers on the FCT. For the SPR task, the critical region for a Japanese particle is R2, and the regions before and after it are R1 (pre-critical region) to R4 (pre-wrap-up region) in the Figures 7-12. The grammatical RTs are subtracted from the ungrammatical RTs. A positive RT means that it took more time to read ungrammatical sentence for participants.To find out if there were any particle-specific differences between different types of WA and GA on the SPR task, preliminary analyses were conducted using mixed-effects models with crossed random effects for subjects using the lme4 package. The analysis included four models, one for each condition: fixed effects for grammaticality of WA and GA; fixed effects for ungrammaticality of WA and GA. This included random intercepts for subjects - random slopes for groups, and subjects and their interaction on overall task accuracy. No significant differences were found between the HSs and the Japanese native speakers. ReferencesHasegawa, Y. (2014). Japanese: A linguistic introduction. Cambridge: Cambridge University Press.Oshiro, D. (2021). The second language acquisition of Japanese particles WA and GA. Unpublished MA dissertation. Ball State University. Unsworth, S. (2016). Quantity and quality of language input in bilingual language development. In E. Nicoladis & S. Montanari (Eds.), Lifespan perspectives on bilingualism (pp. 136-196). Berlin: De Gruyter.

Gender, animacy, and discursive properties as modulating factors in L2 Spanish accusative clitics: evidence from controlled and natural production
01:45PM - 03:45PM
Presented by :

Aida Garcia-Tejada, PhD Candidate, Universidad Autónoma De Madrid

Co-authors :

Cristóbal Lozano, Associate Professor (tenured), Universidad De Granada
Amaya Mendikoetxea, Universidad Autónoma De Madrid

A growing interest in exploring converging models that systematically triangulate experimental evidence and naturalistic corpus data is making significant contributions to long-standing acquisition debates in SLA (Granger, 2021; Lozano, 2021; Lozano & Mendikoetxea, 2018). A grammatical area at the core of the discrepancies is variability in the acquisitional outcomes of L1English-L2Spanish accusative pronominalization with third-person clitics–le/lo(s), la(s)–. Clitics are a highly vulnerable domain for bilinguals as they require integration of discursive, morphosyntactic and lexical information at once. Non-economical full DP overuse, inflectional deficits, and clitic omission have been attested in varying degrees across task modalities and proficiency levels in experimental research (Malovrh & Lee, 2013; McCarthy, 2008). However, the discursive nature of clitics has been widely overlooked and very few studies have adopted a methodologically triangulated approach to L2 Spanish object anaphora (Sánchez & Al-Kasey, 1999; Zyzik, 2008). Crucially, difficulties with the gender feature in ultimate attainment and recently uncovered factors (i.e., the animacy feature and the salience of referents) have been identified as potential triggers for acquisitional variability (Shimanskaya & Slabakova, 2017; Zyzik, 2008). In this study, we explore the distribution of L1 English-L2 Spanish accusative clitics and full DPs in terms of persistent morphosyntactic, but also discursive challenges in natural and controlled production. Particularly, we investigate a) the mechanisms used by learners as anaphoric forms (e.g., clitics, full DPs, omission) in contexts where clitics are expected in natives, b) the factors that determine the use of such forms –i.e., gender and animacy features (Lardiere, 2009), but also discursive factors (e.g., antecedent distance and ambiguity)– and finally, c) whether such factors converge in controlled and natural production.A multifactorial analysis of four written learner subcorpora (30 upper-advanced, 30 lower-advanced, 30 upper-intermediate, 30 lower-intermediate) and a native subcorpus extracted from CEDEL2 (Corpus Escrito del Español L2, Lozano, 2021) was carried out with the software UAMCorpusTool (O'Donnell, 2009). 773 accusative objects were submitted to a fine-grained linguistically motivated tagset and statistical analyses ($\chi 2$). A further methodological triangulation with preliminary experimental data from a controlled elicited production question & answer oral task (Arche & Domínguez, 2011) testing clitic accuracy (15 L1 Spanish, 10 L2 Advanced, and 10 Intermediate learners) exhibited convergence in the distribution of accusative anaphora with a significantly higher rate of full DPs in learners (Figures 1 and 2). Natives use full DPs for disambiguation or distant antecedents, whereas learners use them non-economically (Figure 3). Feminine and inanimate antecedents trigger full DP overuse in corpora (see Figure 4), reduced clitic use in controlled production (Figure 5), and non-target gender agreement. In sum, results exhibit the well-documented effect of gender, but also a significant effect for animacy (Olsen & Juffs, 2020) in both natural and controlled production. This suggests (1) a developmental pattern in L2 Spanish clitic feature reassembly with avoidance as a strategy to supply for feature underspecification (Lardiere, 2009) and (2) methodological triangulation as a useful model to reveal undetected factors in L2 discourse and morphosyntax.

01:45PM - 03:45PM

MIS10 01.13

Session 2G
Format : Individual paper

Speakers

María Dolores Mellado Martínez, Graduate Student (PhD Student), University Of Murcia

Katherine Hilary Walton, PhD Candidate, University Of Toronto

Yan Gu, Lecturer, University Of Essex

Anastasia Pattemore, Researcher, University Of Barcelona

Writing motivation, anxiety, self-efficacy, and task complexity: Interaction effects on L2 written performance

01:45PM - 03:45PM
Presented by :

María Dolores Mellado Martínez, Graduate Student (PhD Student), University Of Murcia

SLA-oriented L2 writing research has underscored the important role that individual differences (IDs) may play in writing (Kormos, 2012), especially from the perspective of the connection between writing and language learning (Manchón, 2020). Although a body of empirical research (e.g. Michel et al., 2019; Zabihi, 2018) has investigated the mediation of learner-related variables (grammatical sensitivity, inductive language learning capacity, or strategic behavior) on written texts, less attention has been paid to affective variables (but see Révész, 2011). Our study adds to previous work in its attempt to combine in one and the same study an inquiry into the potential interactions of learner-related variables (writing motivation, anxiety and self-efficacy) and task-related variables (task complexity) that have hitherto been addressed separately. To achieve our goal, 40 advanced Spanish EFL learners in an English Studies degree program were invited to complete the simple and complex version of the "Fire Chief" task (Gilabert, 2007). Participants completed the Oxford Placement Test, and they took questionnaires assessing writing anxiety (Cheng, 2004), motivation (Waller & Papi, 2017) and self-efficacy (Sanders-Reio, 2010). Written production was assessed in terms of CAF measures, and both correlations and regressions were employed to analyse the role of the affective IDs in the CAF of the L2 writings. Results showed that the role of affective factors is more clearly manifest in complex tasks in all CAF areas, especially in accuracy and syntactic complexity. We shall interpret our findings in light of SLA-oriented theory and research on the language learning affordances of IDs in L2 writing (Byrnes & Manchón, 2014) and the mediating role that task complexity may have in such learning potential.Byrnes, H., & Manchón, R. M. (2014). Task-based language learning: Insights to and from writing. Amsterdam: John Benjamins.Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. Journal of Second Language Writing, 13(4), 313–335. Gilabert, R. (2007). Effects of manipulating task complexity on self-repairs during L2 oral production. International Review of Applied Linguistics in Language Teaching, 45(3), 215–240. Kormos, J. (2012). The role of individual differences in L2 writing. Journal of Second Language Writing, 21(4), 390–403. Manchón, R. M. (Ed.). (2020). Writing and language learning: Advancing research agendas. Amsterdam: John Benjamins.Michel, M., Kormos, J., Brunfaut, T., & Ratajczak, M. (2019). The role of working memory in young second language learners' written performances. Journal of Second Language Writing, 45, 31–45. Révész, A. (2011). Task complexity, focus on L2 constructions, and individual differences: A classroom-based study. Modern Language Journal, 95(SUPPL. 1), 162–181. Sanders-Reio, J. (2010). Investigation of the relations between domain-specific beliefs about writing, writing self-efficacy, writing apprehension, and writing performance in undergraduates. University of Maryland. [PhD Thesis].Waller, L., & Papi, M. (2017). Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation. Journal of Second Language Writing, 35, 54–65. Zabihi, R. (2018). The role of cognitive and affective factors in measures of L2 writing. Written Communication, 35(1), 32–57.

Examining social identity as a potential underlying factor on the L2 acquisition of French vowels

01:45PM - 03:45PM
Presented by :

Katherine Hilary Walton, PhD Candidate, University Of Toronto

This study examines whether social identity within second language (L2) learner groups may lead to non-target-like pronunciation due to social group-based accommodation in which speakers converge on the productions of their peers. Specifically, we investigate phonetic differences in the production of the French oral vowels between students enrolled in Canadian French immersion and core French programs and seek to determine whether program-related social identity differences contribute to differences in the speech of these learner groups. Although the influence of social identity is widely studied in the field of social psychology, it has never been studied in an L2 context.French immersion and core French programs are offered to all students in English-majority communities (Genesee, 1978) and differ in subjects and amount of French instruction (Canadian Parents for French, 2017). French immersion speakers have been shown to have a particular non-native French accent, distinct from that of core French speakers (Poljak, 2015). As the structures that distinguish the L2 speech of these groups remain virtually unexplored, the current study investigates the production of the French oral vowels /e,i,o,u/, which have previously shown to be difficult for advanced Anglophone learners (Walz, 1980).Participants included twenty Grade 12 French immersion and core French high school students with similar levels of overall L2 proficiency. French and English carrier sentence reading tasks were used to elicit the four French vowels in stressed and unstressed positions and the corresponding English vowels in monosyllabic words. Participants also completed a validated social in-group identification questionnaire (adapted from Leach et al., 2008) as a measure of social identity.Preliminary results indicate that core French speakers' vowel production is more native-like than that of French immersion speakers. Furthermore, their L1–L2 vowel inventories seem to be more distinct than those of French immersion speakers, whose vowel production does not differ significantly between languages. French immersion speakers also reported significantly higher levels of social identity than core French students. Multilevel modeling will determine whether there are significant between-group differences and evaluate whether the reported levels of social identity serve as a predictor of vocalic differences between groups. This study serves to further characterize differences in the L2 speech of French classroom learners and is the first study to investigate the potential influence of social identity in L2 acquisition.Canadian Parents for French. (2017). Category placement/hours of instruction/French language experience. https://on.cpf.ca/wp-content/blogs.dir/1/files/Category-Placement-Hours-of-Instruction-French-Language-Experience-3.pdfGenesee, F. (1978). A longitudinal evaluation of an early immersion school program. Canadian Journal of Education, 3(4), 31–

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The value of host-country language: The effect of Dutch language proficiency on immigrants' income, savings and financial wealth in the Netherlands

01:45PM - 03:45PM

Presented by :

Yan Gu, Lecturer, University Of Essex

Co-authors :

Yeqiu Zheng, Lecturer, Erasmus University Rotterdam And Tilburg University

Linguistic barriers can constitute distinctive hurdles for immigrants' economic and social integration, and the lack of host-country language skills can be an obstacle to immigrants' career success. We have conducted a 5-year longitudinal study about the effect of Dutch proficiency on immigrants'(N=659) labour market performance (employment possibilities; income; hourly wages), savings and financial wealth in the Netherlands. In addition to collecting demographic data, we also measured immigrants' IQ, risk aversion, saving intention, patience, financial future time perspective, self-control, temporal focus, which have never been controlled for in existing studies. To account for measurement errors of self-assessed language proficiency, we had all participants take a Dutch language placement test besides a self-assessed speaking and reading Dutch proficiency. Immigrants' labour market performance and financial wealth were initially surveyed in 2016, and followed again in 2020-2021. We use concurrent examined Dutch proficiency to predict their future situation while controlling for the situation in 2016 and other factors. Furthermore, we conducted three sensitivity analyses: 1)We used the self-assessed reading/speaking Dutch proficiency to check whether the findings are different than using examined Dutch as a proficiency measurement. (2)To account for the possible influence of immigrants' length of staying on income and wealth, we used the first-generation immigrants to do a sub-sample analysis while additionally controlling for their length of staying. And (3)using the instrumental variables approach (an econometric method allows uncovering the causal effect of the independent variable on the dependent variable), we analysed the causal effect of language proficiency. We used two kinds of instruments, one is the interaction between (age of arrival–9) and whether being born in a Dutch-speaking country (Bleakley & Chin, 2004). The other is the language family of the language an immigrant speaks best. As immigrants' best-speaking language can have a different linguistic distance to Dutch, speakers of different languages may have different Dutch proficiency while they should not differ in general ability (e.g., immigrants from Western-Germanic languages (English; Germans) may be better in Dutch proficiency than Italians and French (Romance languages) but English and Germans are not assumed to be generally better in ability than Italians and French). We find that: 1)While controlling for individual characteristics and demographic information, Dutch proficiency predicts immigrants' earnings, riskless savings, and financial wealth in 2016, and in 2020-2021 even after additionally controlling for the 2016 baseline. 2)Overidentification test shows that instruments are exogenous and valid. Dutch proficiency has a causal effect on all dependent variables. 3)Results from self-assessed Dutch proficiency are generally robust but the self-assessment underestimates the influence of language proficiency on labour market performance. Our study not only shows an impact of language skills on immigrants' earnings, but also shows for the first time that, host-country language can persistently affect immigrants' savings and wealth concurrently and longitudinally. Results of our study have theoretical contributions to research on the effect of language proficiency and individual differences on immigrants' financial well-being, with strong implications for policymakers.

To binge-watch or not: The effects of various viewing time distributions on language gains

01:45PM - 03:45PM

Presented by :

Anastasia Pattemore, Researcher, University Of Barcelona

Co-authors :

Carmen Muñoz, Professor, Universitat De Barcelona, Q0818001J

Audiovisual input, such as movies and TV series in the original version, has been proven a valuable resource for L2 development (Vanderplank, 2016). Besides, the addition of on-screen text representation of the soundtrack (captions), fosters L2 listening comprehension, vocabulary, and grammar learning (see Montero Perez, 2022). Previous audiovisual studies focused on factors such as individual differences, frequency, and length of exposure. However, little is known about the role of time distribution – how much time should be left between the viewings of different episodes. While there have been studies on time distribution in reading (Serrano & Huang, 2021), audiovisual input has not been looked at from this perspective. Especially the phenomenon of binge-watching – watching at least two consecutive TV series episodes (Castro et al., 2021) – has not been explored from the SLA point of view. Several European studies point out that watching L2 TV is one of the most popular leisure contacts with a foreign language outside of the classroom (e.g. De Wilde et al., 2021). Additionally, research shows that binge-watching is an "established viewing norm" and its popularity continues to increase (Rubenking & Bracken, 2021). Although there is a general consensus of the benefits of audiovisual input for language learning, it could be possible that excessive viewing is no longer beneficial for L2 development as binge-watching has been associated with negative consequences (e.g. duties neglect, fatigue) (Steins-Loebers et al., 2020). Therefore, the aim of this study is to explore different viewing time distributions and the learning gains from them.This study features a fully online data collection– an uncommon way to carry out audiovisual research. A total of 94 undergraduate learners of English (B2 proficiency level) participated in the study. The pre-/posttest design included watching five full-length captioned episodes (109 minutes) of an English comedy TV series with three groups: extensive, intensive, and binge-watching. The extensive group watched one episode per week over the period of five weeks, the intensive group viewed all five episodes in one week (one episode per day), and the binge-watching group watched all five episodes in one session. The target items for this study were 25 fixed multiword expressions (e.g. do for a living, say no more) tested by an adaptation of the Vocabulary Knowledge Scale: 1) I have never seen this expression before; 2) I have seen this expression before, but I don't know

what it means; 3) I have seen this expression before and I think it means; 4) I know this expression, it means; 5) I can use this expression in a context. The preliminary analysis shows that all groups performed significantly better in the post-test, with a tendency for the extensive group to perform better, tentatively suggesting that it is more beneficial to space the exposure to audiovisual input to achieve higher language gains. In this presentation we will present the statistical analysis of the results, and discuss the advantages of various time distributions for learning from audiovisual input.

03:45PM - 04:15PM

Foyer

Coffee break

04:15PM - 04:30PM

Aula Magna

EuroSLA Distinguished Scholar Award

04:30PM - 05:30PM

Aula Magna

Towards a more nuanced understanding of the interface between explicit and implicit knowledge in SLA

Format : Keynote talk

Speakers

Aline Godfroid, Michigan State University

Moderators

Nathalie Dherbey, Fribourg University, Institut De Plurilinguisme, Fribourg University, Institut De Plurilinguisme

Proficient second language users display an impressive command of the target language, which rests on a foundation of explicit and implicit linguistic knowledge. This distinction between explicit (verbalizable, rule-based) and implicit (tacit, intuitive) knowledge is foundational to a cognitive understanding of (second) language acquisition. As such, it has propelled a great deal of theoretical and empirical work in SLA and cognitive psychology. In this plenary talk, I present an overview of theoretical and empirical advances in research on implicit and explicit knowledge in second language research, with the goal to highlight how this body of work may benefit many subdisciplines across SLA. The SLA literature has been replete with calls for better measures of implicit knowledge. In response to this need, a line of interconnected test validation studies, dating back to Ellis's seminal research (Ellis, 2005), has confirmed the promise of reaction-time-based tasks (e.g., word monitoring) and time-pressured language tasks (e.g., elicited imitation) as valid and reliable measures of implicit linguistic knowledge (for an empirical synthesis, see Godfroid & Kim, 2021). At the same time, questions remain, notably regarding the distinction between implicit and automatized explicit knowledge at a practical (as opposed to theoretical) level (Godfroid et al., in prep.). Equipped with better and more valid measures, SLA researchers have begun to revisit long-standing questions in SLA, for instance: How do explicit and especially implicit knowledge of language develop longitudinally over time (Kim & Godfroid, under review)? And do the two types of knowledge interact directly, or "interface", in the learner's mind (Godfroid, in press)? This work highlights how our understanding of the "interface hypothesis" has evolved since Krashen's early writings (e.g., Krashen, 1981). Indeed, I argue that the interface question is best reconceptualized as a more fine-grained set of empirically tractable questions regarding the relationship between explicit/implicit instruction, processing, and knowledge (Godfroid, in press). The findings have implications for psycholinguistics, instructed second language acquisition, vocabulary research, and speaking and writing research, among others, and may ultimately help illuminate different paths to achieving second language proficiency.ReferencesEllis, R. (2005). Measuring implicit and explicit knowledge of a second language: A psychometric study. Studies in Second Language Acquisition, 27(2), 141-172. Godfroid, A. (in press, 2022). Hypotheses about the interface between explicit and implicit knowledge in SLA. In A. Godfroid and H. Hopp (Eds.), The Routledge Handbook of Second Language Acquisition and Psycholinguistics. Routledge.Godfroid, A., & Kim, K. M. (2021). The contributions of implicit-statistical learning aptitude to implicit second language knowledge. Studies in Second Language Acquisition, 43(3), 606-634. Godfroid, A., Kim, K., Hui, B., & Isbell, D. (in preparation). Synthesizing research on implicit, automatized explicit, and explicit L2 knowledge: An empirical extension.Krashen, S. D. (1981). Second language acquisition and second language learning. University of Southern California.

05:30PM - 05:45PM

Aula Magna

Conference announcements

05:45PM - 07:00PM   *Welcome reception*

Foyer

Invited speaker: Sylvie Bonvin-Sansonnens, State Councillor, Department of Education and Cultural Affairs

08:30AM - 09:30AM

Aula Magna

Taking humor seriously: Current advances in L2 humor research
Format : Keynote talk

Speakers
Rachel Shively, Professor Of Spanish And Applied Linguistics, Illinois State University

Moderators
Simone Morehed, University Of Fribourg

Humor plays a central role in social interaction, not only as a means to have fun and to amuse, but also to accomplish other social goals such as building rapport, negotiating power relations, and easing tensions. While humor is thought to be universal, humor styles, topics, and cues, along with when and with whom humor is employed can vary across cultures. Further, in intercultural interactions, the background information necessary to understand and appreciate humor may not be shared by humorists and their interlocutors. For these and other reasons, humor can be challenging to successfully comprehend and produce for emerging bilingual speakers. At the same time, research on second language (L2) humor reveals that speakers at all levels of L2 proficiency can and do creatively draw on their communicative repertoires to engage in humor in a variety of contexts such as everyday conversation, computer-mediated communication, and workplace and classroom interactions. Much of what we currently know about L2 humor is based on qualitative research focused on instances of humor that emerged in naturalistic discourse. However, as the number of studies on L2 humor has increased in recent years, approaches to researching L2 humor have become more varied. In this talk, I will begin by highlighting key questions that scholarship on L2 humor has addressed and then discuss what research has uncovered about these critical issues, foregrounding recent empirical, methodological, and theoretical advances. I will conclude by arguing for the value of taking humor seriously and suggesting ways in which future research can contribute to our understanding of L2 humor and its role in language learning and teaching.

09:30AM - 10:15AM

Aula Magna

Poster session 2
Format : Poster session

Speakers
Makiko Hirakawa, Professor, Chuo University

TOMOKO Hori, Associate Professor, Juntendo University

Inès Saddour, Lecturer (Maître De Conférences), University Of Toulouse Jean Jaurès

Amanda Edmonds, Université Côte D'Azur

Nicole Busby, Associate Professor, Norwegian University Of Science And Technology (NTNU)

Ian Munby, Associate Professor, Hokkai Gakuen University

Stephanie Kaucke, PhD Student, Carl Von Ossietzky Universität Oldenburg

Tihana Kraš, Associate Professor, University Of Rijeka

Maha Alzahrani, Phd Student , University Of Reading

The blocking effect in the interpretation of Chinese reflexives by L1 Japanese learners
09:15AM - 10:15AM
Presented by :

Makiko Hirakawa, Professor, Chuo University

Co-authors :
Mari Umeda, Associate Professor, Gunma Pref. Women's Univ.

Kazunori Suzuki, Kogakuin University

Michiko Fukuda, Bunkyo University

Kazue Takeda, Bunkyo University

John Matthews, Professor, Chuo University

Neal Snape, Professor, Gunma Pref. Women's Univ.

The present study examines second language (L2) acquisition of Chinese long distance (LD) reflexive by Japanese-speaking learners. Both Chinese and Japanese have an LD reflexive, ziji 'self' and zibun 'self,' respectively, that can be coreferential with a non-local antecedent. It has been claimed that there are two types of LD antecedents that can be coreferential with zibun (e.g., Oshima, 2007; Kishida, 2011); one is an empathic antecedent, which is a participant in a sentence that the speaker empathizes with the most (Kuno & Kuburaki, 1977), and the other is a logophoric antecedent, which is an individual "whose speech, thoughts, feelings, or general state of consciousness are reported" (Clements, 1975, p. 141). For zibun, these two types of LD antecedents differ as only the former, not the latter, induces the so-called blocking effect. As shown in (1), coreference between a reflexive and an empathic LD antecedent is "blocked" by the presence of the first-person pronoun watasi 'I', while in (2), the same intervener does not block dependency between a logophoric LD antecedent and zibun. Chinese reflexive ziji, in contrast, is subject to the blocking effect in both conditions; therefore, in equivalent sentences in both (1) and (2) in Chinese, ziji cannot be coreferential with a LD antecedent, Mary (e.g., Huang et al., 1984; Huang & Liu, 2001). (1) Empathic conditionMary$i$-ga [watasi$j$-ga kyoositu-de zibun *i/j -o hometa atode] kaetta.Mary-Nom I-Nom classroom-at self-Acc praised after went.home'Mary went home after I praised her in a classroom.'(2) Logophoric conditionMary$i$-ga [watasi$j$-ga kittin-de zibun i/j -o semeta-to] itta.Mary- Nom I-Nom kitchen-at self- Acc criticized-Comp said'Mary said that I criticized her in the kitchen.'A truth-value judgment task was conducted to examine the

blocking effect in Chinese by Japanese-speaking learners. Even though our data collection from L2 learners is still on-going, preliminary results showed that, in the empathic and logophoric conditions, Chinese native speakers (n = 28) allowed LD coreference of ziji at 20.5% and 23.2%, respectively, and Japanese-speaking learners (n = 7) at 21.4% and 25.0%, respectively, when an intervening noun was a first-person pronoun. In contrast, when an intervening noun was a third-person noun, the native control group allowed LD coreference at 66.0% and 63.3% and the L2 group at 53.6% and 57.1% respectively. The results from the control group and the L2 group were strikingly similar, which suggests that Japanese-speaking learners, like native speakers of Chinese, exhibit the blocking effect for both empathic and logophoric LD antecedents. The results will be discussed in terms of the poverty of stimulus problem in L2 acquisition, as neither learners' L1 nor L2 input could potentially lead to the knowledge that LD coreference between a logophoric LD antecedent and ziji is impossible.

Does a brief practice with regular rhythm benefit adult L2 learners' pronunciation learning in terms of the sounds other than rhythm?

09:15AM - 10:15AM
Presented by :

TOMOKO Hori, Associate Professor, Juntendo University

Co-authors :

Kaori Sugiura, Ritsumeikan University

Music and language both employ rhythm, and previous research has shown that the prior presentation of musical rhythm can facilitate language processing at various levels, including syntax, semantics, and phonology (rhythmic priming). This phenomenon has been explained by dynamic attending theory, by which a human's attention can be dynamically modulated through periodic rhythm and then directed toward predictable strong metrical positions, which assists language processing (Large & Jones, 1999). Research on first-language phonological processing has revealed the benefits of musical rhythmic priming on perception and production improvement (e.g., Cason et al., 2015). Regarding second language (L2), the practice of rhythm-based explicit teaching (e.g., making gestures with speech, clapping hands) has been found to benefit L2 pronunciation regarding the overall accentedness of the pronunciation as well as rhythm for learners (e.g., Gluhareva & Prieto, 2017). However, there is still little understanding of whether metrical rhythm can enhance pronunciation properties beyond the rhythmic aspect. Because rhythmic expectation may enable learners to process metrical aspects of the incoming language more efficiently, it may allow them to allocate cognitive resources to processing phonological information other than rhythm. Our recent research has demonstrated that a brief practice with rhythmic beats can improve aspects of English pronunciation, such as speech rate and pitch range in adult Japanese learners of English (Sugiura & Hori, 2020). Although there seems to be potential for rhythmic expectation to facilitate L2 sounds other than rhythm, further experimental evidence with different sounds is necessary to confirm our hypothesis. The delayed effect should also be investigated as implicit learning is said to characteristically have long-term effects.The present study examines the effect of musical beats on pronunciation enhancement (speech rate, pitch range, rising and falling intonation, rhythm and sound changes) in adult Japanese learners of English. In a short training session with a pre-, immediate- and delayed post-test design, twenty participants either repeated auditorily presented sentences (non-rhythmic condition) or repeated musical rhythms, followed by repeating auditorily presented sentences (rhythmic condition). Twenty sentences were randomly repeated four times each. In the tests, the participants' oral production was elicited using the immediate repetition of twenty short sentences, which were different from those used in the training session. These sentences were then acoustically analyzed. The results showed that the group in the rhythmic condition showed more improvement in their suprasegmental sounds than the other group. Facilitation of L2 phonological processing by implicit learning with metrical rhythm and implicit learning of L2 pronunciation are also discussed. ReferencesCason, N., Hidalgo, C., Isoard, F., Roman, S., & Schön, D. (2015). Rhythmic priming enhances speech production abilities: Evidence from prelingually deaf children. Neuropsychology, 29(1), 102.Gluhareva, D., & Prieto, P. (2017). Training with rhythmic beat gestures benefits L2 pronunciation in discourse-demanding situations. Language Teaching Research, 21(5), 609-631.Large, E.W., & Jones, M.R. (1999). The dynamics of attending: How people track time-varying events. Psychological Review, 106, 119–159.Sugiura K., & Hori, T. (2020). How repeating rhythmic beats enhance L2 prosody. JACET Chubu Journal, 18, 33-54.

New insights into the conceptualisation of events in a second language: focus on agentivity in ditransitive constructions

09:15AM - 10:15AM
Presented by :

Inès Saddour, Lecturer (Maître De Conférences), University Of Toulouse Jean Jaurès

Co-authors :

Mireille Copin, PhD Student, Université Toulouse - Jean Jaurès
Cyrille Granget, Professor, Laboratoire De NeuroPsychoLinguistique (LNPL), Université De Toulouse Jean Jaurès

It is commonly admitted that speakers from different L1s are likely to have different ways of retelling events in a second language. Furthermore, conceptualisation and linguistic encoding differences are partly imputable to the extent to which semantic properties are grammaticalized in L1s (eg. Papafragou et al., 2008; Thierry, 2016; von Stutterheim et al., 2017). However, research on event construal has mostly focused on motion events or temporo-aspectual expression in single events and less on the changing weight of the L1 in the developmental conceptualisation process. This study aims at investigating another core pattern of information selection and encoding in Syrian Arabic (SAL1), French L1 (FrL1) and French L2 (FrL2) narratives, namely in retelling scenes in which an agent causes an object to pass into the possession of an animate receiver like throwing trash on someone (1) :(1) ka:n fi: rajul `am yimši: bišša:ri' wu-s-sitt min al-na:fiza ramat al quma:maThere was a man walking on the street and the lady threw trash out of the windowAll languages have ditransitive verbs (throw) or 3-argument constructions to describe this type of scene. Furthermore, passive (2) or causative constructions are possible alternatives to report the same events. (2) en premier y a Charlie qui s'est pris tous les gravats sur luiNarratives (in SAL1 and FrL2) were elicited with 29 Syrian learners (grouped according to C-Test scores in beginner and intermediate groups) and 15 FrL1 speakers (FrL1 narratives) using a silent movie extract showing a coherent story involving 5 visible protagonists. Focusing on the way entities are selected and involved in the reported events and comparing their semantic role in narratives' main structure, we aimed at investigating differences between FrL1 and SAL1, the extent to which construction preferences in FrL2 were driven by learners' L1, and whether those preferences were affected by learners' L2 proficiency. Our results show different selection choices in FrL1 and SAL1 regarding entities and events involved in the storyline especially in ditransitive constructions. FrL1 speakers typically maintain reference to the main protagonist as agent or patient to retell what happens to him (2) while SAL1 speakers pay attention to several agentive entities – sometimes invisible in the stimulus -

to build the main structure in FrL2 (3) and in SAL1 (1) making the protagonist as a recipient. (3) première chose y a quelqu'un elle met la poubelle sur la tête de ChaplinIn our poster we will present the differences in the perspective taken on events (agentive and passive) in SAL1, FrL1 and FrL2 and discuss implications for research into event and narrative construal.Papafragou, A., Hulbert, J., & Trueswell, J. (2008). Does language guide event perception? Evidence from eye movements. Cognition, 108, 155-184.Thierry, G. (2016). Neurolinguistic relativity: How language flexes human perception and cognition. Language Learning, 66(3), 690-713.von Stutterheim, C., Bouhaous, A., & Carroll, M. (2017). From time to space: The impact of aspectual categories on the construal of motion events: The case of Tunisian Arabic and Modern Standard Arabic. Linguistics, 55(1), 207-249.

Consistency as a measure of competence in grammatical gender marking
09:15AM - 10:15AM
Presented by :

Amanda Edmonds, Université Côte D'Azur

Co-authors :

Aarnes Gudmestad, Virginia Polytechnic Institute And State University

Researchers in applied linguistics have criticized the field's emphasis on monolingual targets because, for example, this focus highlights learners' shortcomings and does not accurately reflect the nature of bilingualism. Studies relying on such benchmarks often report assessments of accuracy that encompass comparisons between learners and monolinguals. Cook and Wei (2016), The Douglas Fir Group (2016), Ortega (2014), inter alia, have argued for reform concerning the role of monolingual targets in applied linguistics. In response to these concerns, Gudmestad, Edmonds, and Metzger (2021) sought to move beyond monolingual baselines in the examination of grammatical gender marking in noun-modifier pairs by conducting an analysis of gender marking in additional-language Spanish that centered on explaining learners' use of modifier gender, rather than learners' errors. While this analysis enabled them to explain how patterns of use of modifier gender changed longitudinally, it did not permit observations about potential improvement in gender marking. Thus, an avenue for future research is to identify ways in which analyses of gender marking not only refrain from assessments of accuracy but also allow researchers to observe language gains. In the current study, we propose that one way to achieve this goal is to operationalize gains in competence as consistency, with improvement in gender marking being operationalized as change from variable to consistent use of a single modifier gender with a given noun. The Spanish data analyzed come from LANGSNAP (http://langsnap.soton.ac.uk/), a longitudinal corpus that followed learners over 21 months, including a stay abroad. We analyzed three tasks for 21 participants before going abroad, one year later, and eight months after returning to England. We coded every possibility for gender marking when a noun was modified by a determiner or adjective (K = 16,357). We conducted two analyses. First, we examined consistency in marking the same modifier gender on nouns that learners produced more than one time; we analyzed all participants quantitatively, using a regression analysis to identify factors that impact consistency in gender marking. Second, we examined consistency within the noun-modifier relationship when a single noun was modified by more than one modifier (e.g., determiner+noun+adjective). For this analysis, we focused on the four learners who produced the greatest number of observations. We conclude by discussing ways in which the current study contributes to efforts to reform applied linguistics both methodologically and conceptually and the challenges that come with efforts to move the field away from monolingual benchmarks.Cook, V., & Wei, L. (Eds.). (2016). The Cambridge handbook of linguistic multi-competence. Cambridge, UK: Cambridge University Press.The Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. The Modern Language Journal, 100, 19-47.Gudmestad, A., Edmonds, A., & Metzger, T. (2021). Moving beyond the native-speaker bias in the analysis of variable gender marking. Frontiers in Communication, 6, 165.Ortega, L. (2014). Ways forward for a bi/multilingual turn in SLA. In S. May (Ed.), The multilingual turn: Implications for SLA, TESOL, and bilingual education (pp. 32-53). New York: Routledge.

On the same page? Reading speed of academic texts by university students with different language backgrounds
09:15AM - 10:15AM
Presented by :

Nicole Busby, Associate Professor, Norwegian University Of Science And Technology (NTNU)

Co-authors :

Anne Dahl, NTNU Norwegian University Of Science And Technology

The position of English as a lingua franca in academia means that mastery of second language skills is a prerequisite for most non-native English speakers in order to succeed in higher education. Readings required for study tend to be in English even in countries where it is not the majority or official language. Research has demonstrated that even people who are highly proficient in their second language tend to read more slowly in L2 than in L1 (e.g. Shaw & McMillion, 2011). This means that non-native English-speaking university students around the world who need to read English language textbooks and articles, either in their home country or while studying abroad, may struggle to read the required amount of information over the course of their studies (Pecorari et al., 2011). However, to our knowledge, no previous study has investigated actual reading speed differences for academic text in L1 vs. L2 users.This study aimed to investigate reading speed and comprehension on an academic reading task among undergraduate psychology students with different language backgrounds who all read English language textbooks at university. Data was collected from 305 university students from 3 language backgrounds: one group of native English-speakers studying in the UK, and two groups of non-native English-speaking students, one studying in an English-speaking environment (the UK) and one in Norway, where L2 English proficiency is generally found to be very high (Education First, 2022). Participants were asked to read an extract from an unfamiliar academic text and answer a number of comprehension questions. Reading times and comprehension scores were recorded.Results showed that while all three groups achieved similar mean scores on the comprehension questions, the native English-speaking students read the given text significantly faster than did the Norwegian L2 students. However, there was no significant difference between reading times in the UK-based L1 and L2 speakers. The results indicate that although advanced L2 readers in a non-immersion setting can gain the same comprehension outcome as L1 readers, they may need more time to read and understand academic texts, which can be problematic when this is not considered by the education system. Importantly, the results indicate that the slower reading speed in the Norwegian-based group is not simply a result of their L2 user status or bilingualism, but possibly of their non-immersed context. These findings are important in the discussion surrounding parallel language academic contexts and the expectations placed on students reading in an L2 in such contexts to keep up with the general expectations in the field, which are the same as for students in monolingual university settings. Education First. (2022). English Proficiency Index. http://www.ef.no/epi/regions/europe/norway/Pecorari, D., Shaw, P., Malmström, H., & Irvine, A. (2011). English textbooks in parallel-Language tertiary education. TESOL Quarterly, 45(2), 313-333.Shaw, P., & McMillion, A. (2011). Components of success in academic reading tasks for Swedish students. Ibérica, 22, 141-162.

A multiple response word association test (WAT20)

09:15AM - 10:15AM

Presented by :

Ian Munby, Associate Professor, Hokkai Gakuen University

In 1987, Kruse, Pankhurst and Sharwood-Smith published a study that seemed to prove that a free continuous word association test (WAT) was inadequate as a global proficiency measure in L2. Using norms of word association generated from English native speakers to measure degree of "native speaker-likeness" they found that: (i) there was little difference between the performance of a group of learners and a control group of native speakers, (ii) the quantity of responses provided was a poor, but better indicator of proficiency than their native speaker-like quality, and (iii) a retest after two weeks produced unreliable results. In this presentation, I shall report some findings from a constructive replication (WAT 20) of this highly influential study that challenge the above conclusions. Results indicate that this WAT can (i) distinguish between native and non-native speakers and (ii) reliably discriminate L2 Japanese learners of different levels of ability. Further, quality of responses was a better indicator of proficiency than quantity of responses provided. Finally, a test-retest produced reliable results. These findings contradict the findings of the original study and add some weight to the claim that the WAT is a valid tool for measuring L2 ability or the lexical processing ability of learners of English as an L2.ReferencesKruse, H., Pankhurst J., & Sharwood-Smith, M. (1987). A Multiple Word Association Probe. Studies in Second Language Acquisition 9 (2), 141-154.

Perception of non-native vowel contrasts in clear speech and in noise

09:15AM - 10:15AM

Presented by :

Stephanie Kaucke, PhD Student, Carl Von Ossietzky Universität Oldenburg

Co-authors :

Marcel Schlechtweg, Carl Von Ossietzky Universität Oldenburg

We examine native English speakers' ability to distinguish German vowels both in clear speech and in noise (SNR 8dB and 0dB). In particular, we focus on the front rounded vowels /y/ and /ø/ in relation to the acoustically similar ones of the same vowel height (/i/ & /u/ and /e/ & /o/, respectively), as English speakers have previously been reported to map these onto the category of a back rounded vowel (e.g. Strange et al. 2005). All vowels are further contrasted with /a/ in a control condition. The aim of the study is to discover if a difficulty in perceiving a non-native vowel contrast is equally severe at each noise level or if there might be a perceptual shift so that the distinction between the front vowels that are acoustically more similar to each other (/i/ & /y/ and /e/ & /ø/) than to the back vowels of the same height (/u/ and /o/, respectively) becomes more difficult as the noise level increases. To this end, participants are presented with German- sounding pseudowords with varying vowels in an oddity discrimination task similar to the one in Darcy & Krüger (2012). In DIFFERENT trials, one of the three speakers produces the word with a different vowel than the other two. In SAME trials, all speakers say the same word. Participants are then asked to indicate which speaker said a different word or if there was no difference. Both native English speakers with no prior exposure to German and a control group consisting of native German speakers are being tested. Current results support the previous finding that native English speakers tend to assimilate both round vowels of the same height to the same phoneme category in clear speech (/y/ & /u/, /ø/ & /o/). As the noise level increases, however, the two acoustically closer front vowels of each height category (/i/ & /y/, /e/ & /ø/) pattern together and become less distinctive, but discriminating vowels of the same height becomes more difficult overall. In the noise conditions, the German speakers show a similar yet weaker perceptual shift as the English speakers. However, the contrast with /a/ remained relatively stable for both groups. Results suggest that L1 speakers can tolerate more noise distortion than L2 speakers. Further, performance of English speakers that had learned French and thus had previous exposure to /y/ and /ø/ was better overall than of those English speakers who had not learned French, particularly at the crucial contrasts of /y/ & /u/ and /ø/ & /o/. This suggests that previous exposure to non-native phonemes is an advantage that even holds in adverse listening conditions.References:Darcy, Isabelle & Krüger, Franziska (2012). Vowel perception and production in Turkish children acquiring L2 German. Journal of Phonetics 40, 568-581.Strange, Winifred, Bohn, Ocke-Schwen, Nishi, Kanae & Trent, Sonja A. (2005). Contextual variation in the acoustic and perceptual similarity of North German and American English vowels. Journal of the Acoustical Society of America 118, 1751-1762.

Online comprehension of subject pronouns in L2 Italian: A self-paced reading study with Croatian speakers

09:15AM - 10:15AM

Presented by :

Tihana Kraš, Associate Professor, University Of Rijeka

Co-authors :

Paola Medved, Dr. Franjo Tuđman Lički Osik Primary School

It is controversial whether adult L2 learners below native-like proficiency levels are capable of target-like processing of L2 grammar. In this self-paced reading study, we explore whether highly proficient adult L2 learners whose L1 is Croatian converge with native speakers in their online comprehension of null and overt subject pronouns in Italian. We base our predictions on the Position of Antecedent Strategy (PAS), according to which the null pronoun is biased towards the subject antecedent and the overt pronoun towards a non-subject antecedent in intra-sentential contexts in Italian (Carminati, 2002). Croatian null and overt subject pronouns seem to exhibit the same antecedent biases as the Italian ones (AUTHOR, XXXXa). Two groups of native speakers (n=48) and L2 learners (n=44) took part in two experiments in which they read 36 complex bi-clausal sentences with null or overt pronouns in the subordinate clause introduced by the adverbial quando ('when'). The pronoun matched either the subject or the object of the main clause, depending on its gender. In one experiment the subordinate clause preceded the main clause giving rise to backward anaphora (e.g. Quando lei/lui/Ø è entrata/-o in ufficio dopo pranzo, Adriana ha salutato Roberto con un grande sorriso, 'When she/he/Ø entered[fem/masc] the office after lunch, Adriana greeted Roberto with a big smile') and in the other it followed the main clause giving rise to forward anaphora (e.g. Roberto/Adriana ha salutato Adriana/Roberto con un grande sorriso quando lui/Ø è entrato in ufficio dopo pranzo, 'Roberto/Adriana greeted Adriana/Roberto with a big smile when he/null entered[masc] the office after lunch'). All sentences were followed by a comprehension question that targeted the pronoun antecedent. Additional 84 sentences were included as fillers.In both experiments, L2 learners converged with native speakers in their online (and offline) comprehension of the pronouns. More precisely, both groups of speakers had a subject preference for the null pronoun and an object preference for the overt pronoun in backward anaphora, as predicted by the PAS. In forward anaphora, they had an object preference for the overt pronoun (in line with the PAS) and no detectable antecedent preference for the null

pronoun (not in line with the PAS, but in line with the results of some previous offline studies). We compare these results with our previous closely related work with English-speaking L2 learners of Italian (whose L1 has only overt pronouns), who linked subject pronouns to the linearly closest antecedent in both types of anaphora; the native speakers showed antecedent preferences consistent with the PAS (AUTHOR, XXXXb, c). Based on this, we conclude that L2 learners are capable of target-like processing of L2 grammar, at least when their L1 does not differ from their L2 as far as the relevant properties are concerned.ReferencesAUTHOR (XXXXa)AUTHOR (XXXXb)AUTHOR (XXXXc)Carminati, M. N. (2002). The processing of Italian subject pronouns. Unpublished PhD thesis, University of Massachusetts at Amherst.

Commercial off-the-shelf Game in English as a Foreign Language Classroom: The Impact of English Proficiency, Pre-Vocabulary Instruction and Learners' Perceptions on Vocabulary Learning and Retention
09:30AM - 10:15AM
Presented by :

Maha Alzahrani, Phd Student , University Of Reading

Co-authors :

Jeanine Treffers-Daller, Professor, University Of Reading
Parvaneh Tavakoli , Professor , University Of Reading

Learning new vocabulary is a challenging task for L2 learners and it is even more difficult for them to retain these new words in the longer term. One suggestion to enhance vocabulary learning and retention is the utilization of digital games. Recently, the use of digital games in L2 has grown in popularity and some empirical research has yielded positive results in terms of the number of learned words and levels of retention following playing digital games (Franciosi, Yagi & Tomoshige, 2016; Miller & Hegelheimer, 2006; Ranalli, 2008). However, more empirical studies are needed to fully understand the potential of these digital games and to implement them in purposive approaches in teaching and learning vocabulary in L2 classroom. This study aims to explore the effectiveness of commercial off-the-shelf (COTS) games, by comparison with an interactive e-learning platform (Active Presenter). In addition, we focus on the role of pre-teaching vocabulary of target words and learners' perceptions of and experiences with integrating COTS game in the L2 classroom. This study reports findings from an intervention study with 2x2 factorial design among 150 adults Saudi EFL learners. Two different teaching interventions were compared: a COTS game was compared with Active Presenter, and half of each group were taught target words with Quizlet prior to the intervention. A control group received vocabulary teaching through Quizlet only without any gaming or multimedia resources for 60 minutes. Semantic priming and form recognition tasks were conducted to measure vocabulary learning and retention at pretest, immediate post test and delayed post test. At the conference I hope to present findings of the study.   References   Franciosi, S. J., Yagi, J., Tomoshige, Y., & Ye, S. (2016). The Effect of a Simple Simulation Game on Long-Term Vocabulary Retention. CALICO Journal, 33(3). Miller, M., & Hegelheimer, V. (2006). The SIMs meet ESL: Incorporating authentic computer simulation games into the language classroom. Interactive Technology & Smart Education, 4, 311–328. Ranalli, J. (2008). Learning English with The Sims: exploiting authentic computer simulation games for L2 learning. Computer Assisted Language Learning, 21(5), 441-455. doi:10.1080/09588220802447859

10:15AM - 10:45AM

Coffee break

Foyer

10:45AM - 12:45PM

3113

Session 3A
Format : Individual paper

Speakers

Olena Vasylets, University Of Barcelona, Universitat De Barcelona
Jacopo Torregrossa, Full Professor, Goethe University Frankfurt
Kristin Rock, Assistant Teaching Professor, Georgetown University
Gyu-Ho Shin, Assistant Professor, Palacký University Olomouc

The predictive role of explicit knowledge, implicit knowledge and working memory in L2 written performance
10:45AM - 12:30PM
Presented by :

Olena Vasylets, University Of Barcelona, Universitat De Barcelona

Co-authors :

Javier Marín-Serrano, Researcher, University Of Murcia

Because of its complexity, writing ability develops at a varied pace and is characterized by a high variability in ultimate attainment, both in L1 and L2 (Bereiter & Scardamalia, 1987). Variability in L2 writing can also be attributed to individual differences, both cognitive and affective, that learners bring to the writing task (Kormos, 2012; Papi, Vasylets & Ahmaddian, 2022). Working memory has been posited as one of the central cognitive resources which are believed to support L2 writing, although the empirical evidence about its effects have been mixed (Ahmaddian & Vasylets, 2021). Another open question is the way implicit and explicit knowledge are deployed in L2 written performance (Manchón & Vasylets, 2019). To fill this research gap, we explored the predictive role of the explicit knowledge, implicit knowledge and working memory in L2 written performance. In the experiment, 55 Spanish learners of L2 English performed a working memory test (L1 Spanish/Catalan complex reading span), implicit and explicit knowledge tests (timed and untimed grammaticality judgment tasks) and a writing task (an expository essay on the predefined topic performed within the established time limit and without access to external sources). In the analysis, moderate negative correlations were obtained between explicit knowledge, implicit knowledge, working memory scores and the ratio of errors.

Hierarchical multiple regression analysis showed that all three predictor variables independently and significantly contributed to the error ratio, jointly explaining 31% of the variance in the dependent variable. The predictors had similar magnitude of contribution and the standardized beta values had negative signs, showing that with higher explicit/implicit L2 knowledge and working memory the number of errors decreased. These results allow for the conclusion that learners can deploy explicit and implicit knowledge to the same extent in L2 written production. Another relevant finding was that in timed L2 written performance working memory could play a role which is equally important to that of L2 knowledge sources. In terms of its implications, the study contributes to a deeper understanding of the role of working memory in L2 writing performance as we could evaluate the magnitude of its impact in comparison to that of the long-term memory sources, to which working memory is intrinsically connected (Erçetin & Alptekin, 2013). Additionally, this is the first study to show that L2 written performance can rely on both implicit and explicit sources of knowledge, Implications and avenues for future research are discussed.Ahmaddian, M., & Vasylets, O. (2021). The role of cognitive individual differences in writing performance and written corrective feedback processing and use. In R. M. Manchón & C. Poilo (Eds.), Handbook of Second Language Acquisition and Writing. Routledge.Kormos, J. (2012). The role of individual differences in L2 writing. Journal of Second Language Writing, 21(4), 390–403. Manchón, R. M., & Vasylets, O. (2019). Language learning through writing: Theoretical perspectives and empirical evidence. In A. Benati, & J. W. Schwieter (Eds.), The Cambridge handbook of language learning (pp. 341–363). Cambridge University Press.

Multilingual pedagogies and their impact on children's narrative and mentalizing abilities
10:45AM - 12:30PM
Presented by :

Jacopo Torregrossa, Full Professor, Goethe University Frankfurt

Co-authors :

Valentina Carbonara, Post-doc, University For Foreigners Of Siena
Andrea Scibetta, Researcher, University For Foreigners Of Siena

Several studies have shown the positive effects of bilingual education on children's literacy achievements (e.g., Bialystok 2018). However, it is still unclear whether the same effects are visible also among children exposed to multilingual education. Although there have been investigations on how multilingual pedagogies enhance children's confidence and motivation (García & Wei 2014 and Cummins 2019), no study has shown in how far they boost children's literacy and cognitive skills. The present study was conducted with 89 fourth and fifth graders of a primary school in Italy. 62 of them spoke a home language different from Italian (e.g., Albanian, Arabic and Chinese). Children of 2 out of 4 classes (one 4th and one 5th grade) had been exposed to multilingual education since the 2nd and 3rd grade, respectively. Multilingual practices were implemented within the Italian school curriculum and consisted in the involvement of children's home languages across different literacy-related activities, from vocabulary building to the development of oral and written narrative skills. The two groups of children (exposed vs. not-exposed to multilingual education: MULT vs. non-MULT, respectively) were matched for age, SES, number of children speaking Italian (or another language) at home, Italian language proficiency and amount of exposure to Italian outside school. Children had to write a narrative in Italian (Schneider et al. 2005), which was coded based on story-grammar (i.e., story structure and use of mental-state words). Furthermore, they had to perform an advanced theory-of-mind task tapping into their mentalizing skills (Devine & Hughes 2013). Children could answer in whichever language they preferred. Narrative and ToM-abilities has been considered as crucial indicators of children's literacy and metacognitive development (Dore et al. 2018).We perform a binary logistic regression with group (MULT vs. non-MULT) as outcome variable and story-grammar score and ToM-score as predictors. The results show that the higher the two scores, the greater the likelihood that the model classifies the children as belonging to the MULT-group compared to the non-MULT one. The interactions between story-grammar and children's home language (Italian vs. other) does not contribute significantly to the model. The same holds for the interaction between ToM-score and children's home language. The study shows that children benefit from being exposed to multilingual practices at school. The inclusion of children's home languages during classroom activities enhances their metalinguistic and metacognitive abilities. The benefits of multilingual pedagogies involve all MULT-children, independently of whether their home language is Italian or not.

Differential Item Functioning on the Second Language Writing Anxiety Inventory
10:45AM - 12:30PM
Presented by :

Kristin Rock, Assistant Teaching Professor, Georgetown University

Co-authors :

Jeremy Cahill, Tokyo International University

Applied Linguists have long been interested in the effects of anxiety on second language (L2) acquisition and performance (Teimouri, Goetze, & Plonsky, 2018). At the same time, little research has focused specifically on writing anxiety, with the notable exception of Cheng's (2004) Second Language Writing Anxiety Inventory (SLWAI). Although Cheng acknowledged that the published inventory was only in the "initial stages of development," the original SLWAI continues to be used to measure writing anxiety in current research on the role of individual differences in writing performance (Chen, 2016; Uludag et al., 2019). Seeing as Cheng's participant group was 80% female, respondent gender surfaces as an important factor to consider when judging the appropriateness of any inferences made on the basis of said inventory scores.The present study realizes Cheng's call for validation research by examining differential item functioning and gender performance on the SLWAI in two novel contexts. 200 students from a university in Brazil and 222 participants from a university in southern Spain completed a comprehensive inventory, in Portuguese and Spanish respectively, that included Cheng's (2004) instrument, unique items from Lee's (2005) Writer's Block questionnaire, and relevant statements from the original Foreign Language Classroom Anxiety Scale, or FLCAS (Horwitz et al., 1986). Under the umbrella of Item Response Theory and utilizing the one-parameter logistic--or Rasch--model, the performance of each item was assessed by comparing the items' z-scores to the critical z-score and by examining Item Characteristic Curves.Item analyses revealed that certain anxiety-related statements functioned differently for male and female university students. Six items showed uniform differential item functioning (DIF), with females reporting significantly higher values for those items, and two items showed non-uniform DIF. These results suggest that the SLWAI would be improved by the exclusion of several items and by the addition of eight items from Lee (2005) and Horwitz et al.'s (1986) questionnaires. The paper will also identify potential causes of the discovered bias with reference to literature in the field of psychology. Ultimately, this study contributes to the ongoing validation of the SLWAI, and it provides the field with a sound, less-biased instrument with which to measure second language writing anxiety.Chen, P.-J. (2016). Learners' metalinguistic and affective performance in blogging to write. Computer Assisted Language Learning, 29(4), 811-835.Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and

preliminary validation. Journal of Second Language Writing, 13, 313-335.Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern Language Journal, 70(2), 125-132.Lee, S. (2005). Facilitating and inhibiting factors in English as a foreign language writing performance: A model testing with structural equation modeling. Language Learning, 55(2), 335-374.Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. Studies in Second Language Acquisition, 41(2), 363-387.Uludag, P., Lindberg, R., McDonough, K., & Payant, C. (2019). Exploring L2 writers' source-text use in an integrated writing assessment. Journal of Second Language Writing, 46.

Transformer-architecture-based text similarity and L2 proficiency
10:45AM - 12:30PM
Presented by :

Gyu-Ho Shin, Assistant Professor, Palacký University Olomouc

Co-authors :

Boo Kyung Jung, University Of Pittsburg
Seongmin Mun, Chosun University

One major area in learner corpus research is text quality, which concerns semantic–pragmatic aspects of language use to influence overall text quality (e.g., Crossley et al., 2019). Despite increasing interests in employing various NLP techniques (e.g., Dascalu et al., 2017), little attention has been paid to how similarly/differently each technique reveals L2 constructs such as learner proficiency. In addition, NLP-based L2 research is heavily biased towards L2-English, which does not ensure the generalisability of its implications. Against this background, we investigate the relationship between learner proficiency and text similarity of L2-Korean learners' written production (relative to native speakers' writing) measured through transformer-architecture neural-network models, which are cutting-edge techniques in machine learning. Method (Table). Thirty-three L1-Czech L2-Korean learners (age: mean = 24.0; SD = 2.69) were asked to write argumentative essays on two topics. Learner proficiency was measured separately using the Korean C-test (Lee-Ellis, 2009; ranging from 0 to 188; mean = 103.74, SD = 25.66). Essays from 25 native Korean speakers were collected as a reference text. After electronically converting all the essays with typos and spelling/spacing errors uncorrected, we computed cosine similarity scores between individual learner writing and the reference text by employing two transformer-architecture neural-network models-BERT (Devlin et al., 2018) and GPT-2 (Radford et al., 2019). The similarity scores (predictor) and proficiency scores (outcome) were then submitted to linear regression. In addition, we recruited 10 raters to holistically evaluate learner essays for content, organisation, and language use (as employed in the TOPIK writing evaluation process).Results (Figure). Whereas the rating–proficiency tendency was uniformly positive, the similarity–proficiency relationships were idiosyncratic. This indicates that the similarity scores, obtained automatically from the neural-network models, fundamentally differ from the rating scores obtained holistically from human evaluation. In addition, no uniform tendency was found across the topics for both models; only a few regression analyses yielded significance for the similarity–proficiency relationships. This eccentric performance in predicting proficiency indicates two possibilities: (i) the operation of these models may have been greatly influenced by such factors as essay topics in an asymmetric manner; (ii) the transformer-architecture models may not have been adept at extracting a centralised tendency from learner writing in general. Both possibilities are attributable to the properties of the transformer architecture's internal algorithms: they utilise raw sentences (with no POS information) as a basic data-processing unit, assuming that sequences of portions of the sentences comprises a context allowing those sequences to share certain distributions/meanings. Because of this nature, the transformer architecture may not work well in managing learner writing (due to learner language characteristics; Meurers & Dickenson, 2017) compared to its state-of-the-art performance in many downstream NLP tasks.Together, our findings suggest that the application of NLP techniques to learner corpora needs a researcher's sound understanding of how their algorithms operate in conjunction with various factors that possibly affect their operation.EuroSLA31_1643138666abstract_ts.pdf

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10:45AM - 12:45PM

3115

Session 3B
Format : Individual paper

Speakers

Mengru Han, Assistant Professor, East China Normal University
Amanda Huensch, Assistant Professor, University Of Pittsburgh
Pauliina Peltonen, Postdoctoral Researcher, University Of Turku
Shungo Suzuki, Assistant Research Professor, Waseda University

Oral Fluency of Tibetan-Mandarin bilinguals: The Role of Task and Individual Speaking Style
10:45AM - 12:45PM
Presented by :

Mengru Han, Assistant Professor, East China Normal University

Co-authors :

Zhen Sang, Lhasa Naqu No. 3 High School
Yan Gu, Lecturer, University Of Essex
Wei Zheng, East China Normal University

It is generally accepted that bilinguals' L2 speech is less fluent than monolinguals; however, the relationship between bilinguals' fluency in their two languages is less clear (e.g., De Jong et al., 2005; Duran-Karaoz & Tavakoli, 2020). This study contributes to this topic by investigating the oral fluency of Tibetan-Mandarin bilinguals. Specifically, we ask whether their oral fluency (1) differs from Mandarin monolinguals (2) differs or correlates between their Tibetan and Mandarin (3) differs as a function of task (read vs. semi-spontaneous speech) and (4) associates with their language background and Mandarin test scores.We collected data of read speech and semi-spontaneous speech from 52 participants, including 26 Tibetan-Mandarin bilingual (Tibetan and Mandarin languages, mean age of acquisition of Mandarin = 4.38 years) and 26 Mandarin monolingual (Mandarin language only) high school students. The data were collected in two waves, 32 in the first wave and 20 in the second. We used a Praat script (De Jong & Wempe, 2009) to extract fluency measures: speech rate, articulation rate, mean pause duration, and pause per second. Participants filled out Language History Questionnaire ([LHQ3], Li, Zhang, Yu, & Zhao, 2019) and reported their language

background, language proficiency, language emersion, and language dominance in each language. In addition, we collected participants' concurrent mid-term Mandarin test scores and followed their college entrance Mandarin examination scores two years later.Preliminary analyses of first wave (32 participants) yielded four main findings: (1) The difference in spoken Mandarin fluency between the monolinguals and bilinguals is mainly related to the number of pauses (F(1, 30) = 8.05, p = 0.008) and speech rate (F(1, 30) = 4.03, p = 0.054, partial η2 = 0.12), but not articulation rate (F(1, 30) = 0.15, p = 0.670); (2) Tibetan participants' Mandarin fluency measures are highly correlated with their Tibetan fluency in all measures for both tasks (Table 1); (3) Task type influences bilinguals' Chinese speech rate (F(1,15) = 13.76, p = 0.002) and articulation rate (F(1, 15) = 9.41, p = 0.008), but not their Tibetan speech rate and articulation rate; (4) Chinese speech rate predicts bilingual participants' mid-term Mandarin scores (r = 0.54, p = 0.04), though no fluency measure significantly associates with participants' college entrance examination scores or any LHQ scores (p's > 0.1).This is the first study to examine Tibetan-Chinese bilinguals' oral fluency. In accordance with studies on the relationship between L1 and L2 fluency, we found a link between the oral fluency of L1 and L2. This link is stronger than English-Chinese bilinguals, English Slavic bilinguals (Derwing et al., 2009), and English-Turkish bilinguals (Duran-Karaoz & Tavakoli, 2020), suggesting that such a relationship may be related to the typological closeness between the two languages and the context of bilingual acquisition. We plan to include analyses of additional fluency measuresd-filled pauses and self-repairs-in our full-sample analysis.

Effects of speaking task and proficiency on the mid-clause pausing characteristics of L1 and L2 speech from the same speakers over time
10:45AM - 12:45PM
Presented by :

Amanda Huensch, Assistant Professor, University Of Pittsburgh

Research investigating L2 fluency has indicated that pause location, as opposed to overall pause rate or pause duration, is particularly informative for differentiating L2 speech across different proficiency levels or between L1 and L2 speech (De Jong, 2016; Skehan et al., 2016): While L1 and L2 speakers have similar pausing at clause/message boundaries, L2 learners typically pause more often (and for longer) within clause/message boundaries (Tavakoli, 2011). These findings have been connected to Levelt's model of L2 speech production via arguments that mid-clause pausing might reflect Formulation difficulties. Nevertheless, much work has relied on findings from similar speaking tasks and cross-sectional designs. Given potential task effects (Foster & Skehan, 1996) and individual differences in L1/L2 fluency (Peltonen, 2018), it is desirable to examine pause location from L1 and L2 data and L2 data over time from the same speakers on both monologic and dialogic tasks. The current study addressed these issues by investigating the rate, duration, and proportion of mid-clause pauses in two tasks (picture-based narrative and semi-structured interview) using data from a publicly-available, two-year longitudinal corpus which tracked English L1 learners of L2 French (n=29) or Spanish (n=27) required to spend a year residing abroad. This corpus is ideal to investigate these questions because it includes L1 and L2 speech from the same speakers and L2 speech from the same speakers at multiple time points, including before and during study abroad where proficiency increased.Data included 11.5 hours of speech transcribed in CLAN following CHAT conventions, separated into Analysis of Speech Units, and coded for clauses. Three measurements of mid-clause pausing were calculated representing (a) frequency, (b) duration, and (c) proportion of mid-to-end-clause. Results indicated that speaking task had an impact on fluency in both L1 and L2 speech. In their L1, participants demonstrated higher fluency on the narrative task. In the L2, participants showed improvement on each measure in the narrative but remained less fluent in their L2 vs. their L1. In the interview, the only measure that consistently differentiated L1 from L2 speech was frequency. The finding that L1-L2 mid-clause pausing patterns differ across tasks provides important methodological implications and raises new questions about the relationship between mid-clause pausing and Formulation stages of L2 speech production models.ReferencesDe Jong, N. H. (2016). Predicting pauses in L1 and L2 speech: the effects of utterance boundaries and word frequency. International Review of Applied Linguistics in Language Teaching, 54, 113-132.Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. Studies in Second Language Acquisition, 18, 299-323.Peltonen, P. (2018). Exploring connections between first and second language fluency: A mixed methods approach. The Modern Language Journal. doi:10.1111/modl.12516Skehan, P., Foster, P., & Shum, S. (2016). Ladders and Snakes in Second Language Fluency. International Review of Applied Linguistics in Language Teaching, 54, 97-111. Tavakoli, P. (2011). Pausing patterns: differences between L2 learners and native speakers. ELT Journal, 65, 71-79.

Facilitating L2 speech fluency development: A learner corpus approach
10:45AM - 12:45PM
Presented by :

Pauliina Peltonen, Postdoctoral Researcher, University Of Turku

Co-authors :

Pekka Lintunen, University Of Turku

Fluency is a central aspect of L2 oral proficiency, which has been extensively studied in various fields, including SLA and learner corpus research. While some pedagogically oriented studies on the effects of fluency instruction on L2 fluency development in formal instruction have been conducted (e.g., Author(s) 1; Tavakoli et al. 2016), the effects of teaching on fluency development remain somewhat inconclusive, potentially due to the different teaching approaches. Despite recommendations for effective fluency teaching, especially involving the use of learner corpora and authentic examples of learner speech (e.g., Author(s) 2; Derwing 2017), there is a lack of empirical studies putting these pedagogical recommendations into practice and investigating their efficiency in facilitating L2 speech fluency development.To fill this gap in research, the present study examines the influence of a corpus-based teaching approach on the development of L2 fluency. In the study, 20 university students of English participated in a course aimed at improving their spoken L2 English. The course included twelve 90-minute language laboratory sessions once a week. The students were divided into an experimental group (n=12) and a control group (n=8), and both groups were taught by the first author. Pre- and post-tests, including a read-aloud task and a picture description task, were administered for both groups. The control group received traditional English pronunciation and fluency teaching based on listen-and-repeat and reading aloud exercises, while the experimental group received additional instruction based on the novel learner corpus approach targeting three fluency features: the role of L1 individual speaking style in L2 speech fluency, fluency-enhancing strategies, and formulaic sequences (e.g., Götz 2013; Author(s) 3). The three-step teaching approach included teacher-led awareness-raising of a target feature, exposure to the feature via authentic learner corpus examples, and practice of the feature. The data were analyzed with widely used temporal fluency measures capturing three aspects of L2 fluency: speed, breakdown, and repair (e.g., Skehan 2009). A mixed-methods approach involving quantitative statistical analyses and qualitative analyses was used to examine group level and

individual L2 fluency development. The quantitative analysis demonstrated some differences in fluency development across the control and experimental groups, but not for all dimensions of fluency. The complementary qualitative analysis provided insights into individual developmental trajectories. Methodologically, the study advocates for a more wide-spread use of authentic learner corpus data in the teaching of L2 fluency. Based on the results, practical suggestions for the development of L2 fluency teaching practices will be discussed.ReferencesAuthor(s) 1. Details removed.Author(s) 2. Details removed.Author(s) 3. Details removed.Derwing, T. M. (2017). L2 fluency development. In S. Loewen & M. Sato (Eds.), The Routledge handbook of instructed second language acquisition (pp. 246–259). Routledge.Götz, S. (2013). Fluency in native and nonnative English speech. John Benjamins.Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. Applied Linguistics, 30, 510–532. Tavakoli, P., Campbell, C., & McCormack, J. (2016). Development of speech fluency over a short period of time: Effects of pedagogic intervention. TESOL Quarterly, 50, 447–471.

What temporal features distinguish between second language oral proficiency levels? The case of Japanese learners of English
10:45AM - 12:45PM
Presented by :

Shungo Suzuki, Assistant Research Professor, Waseda University

Co-authors :

Ryuki Matsuura, MA Student, Waseda University

Mao Saeki, PhD Student, Waseda University

Yoichi Matsuyama, Associate Research Professor, Waseda University

In the context of learning, teaching and assessment of second language (L2) speaking skills, oral fluency is regarded as one of the primary constructs, as fluency has been found to be a robust indicator of L2 oral proficiency (Tavakoli & Hunter, 2018). To offer insights into enhancing L2 learners' fluency and setting realistic curricular objectives of speaking skills, scholars have investigated what fluency characteristics (e.g., articulation rate, pause frequency) differentiate oral proficiency levels (Baker-Smemoe et al., 2014; Tavakoli et al., 2020). From the perspective of research methodologies, researchers can discuss the validity of existing fluency measures in terms of potential developmental sensitivity, based on how fluency measures differentiate proficiency levels (e.g., early vs. late developmental phases). In addition, a recent meta-analysis showed that the relationship between temporal features and subjective judgement of speech can differ across different target languages, suggesting that L2 fluency research needs to carefully consider students' L1 and L2 backgrounds (Suzuki et al., 2021). However, previous studies have mixed learners from different L1 (Tavakoli et al., 2020) and L2 (Baker-Smemoe et al., 2014) backgrounds. The current study thus examines what temporal features can differentiate between the CEFR levels of fluency, focusing on one particular group of L2 learners.A total of 85 Japanese learners of English were recruited at a university in Japan. They completed an oral proficiency interview consisting of seven topics with varying levels of difficulty, such as travelling, social media, and globalization, determined by the CEFR manual (Council of Europe, 2018). All the interview sessions were conducted via the video conferencing tool, Zoom. Their interview data were transcribed and then annotated for a range of disfluency features, including silent pauses, filler, and self-repair. We calculated a comprehensive set of utterance fluency measures, following previous studies (De Jong et al., 2013; Suzuki et al., 2021; Tavakoli et al., 2020). Three raters received a training session about using the CEFR descriptor of oral fluency. All raters independently assigned their fluency scores (A1 to C2) to each speaker. We employed a Rasch analysis to determine students' CEFR level while controlling for the scoring variability across raters. As a result, we had a limited number of students for A1 (n =5) and C2 (n = 1) levels and removed them from the statistical analysis.A series of Bayesian ANOVAs showed the main effects of proficiency levels on articulation rate, mid-clause pause ratio and duration, end-clause pause ratio, and filled pause ratio, whereas end-clause pause duration and self-repair ratio may not differ across four CEFR levels. The results of post-hoc tests indicated that articulation rate may distinguish higher proficiency levels (B1 vs. B2, B2 vs. C1), while mid-clause pause ratio can differ between all the adjacent levels from A2 to C1 level. Meanwhile, filled pause ratio only differed between lower levels of proficiency (A2 vs. B1). We will discuss these findings in relation to L2 speech production mechanisms as well as pedagogical implications for curriculum design and language assessment.

10:45AM - 12:45PM

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Session 3C
Format : Individual paper

Speakers

Lydia White, Professor Emeritus, McGill University

Lei Xi, PhD Candidate, Laboratory Of Phonetics And Phonology (UMR 7018, CNRS – Sorbonne Nouvelle)

Elsa Liste Lamas, Zurich University Of Applied Sciences

Rosamond Mitchell, Professor Emeritus, University Of Southampton

Effects of stress on pronoun interpretation in L2 English
10:45AM - 12:45PM
Presented by :

Lydia White, Professor Emeritus, McGill University

Co-authors :

Heather Goad, Professor, McGill University

Liz Smeets, York University

Guilherme Garcia, Newcastle University

Natália Guzzo, St. Mary's University

Jiajia Su, National Research Centre For Foreign Language Education, Beijing Foreign Studies University

Anaphora resolution in null subject L2s has received considerable attention, relating to the syntax/discourse interface (Sorace & Filiaci 2006), processing (Sorace 2011) and prosody (White et al. 2017). In contrast, pronoun interpretation in L2s like English has been less investigated. We examine the effects of stress on interpretation of English pronouns by Italian speakers.In Italian

sentences like (1a), the antecedent of a null pronoun is typically the subject of a higher clause (Monica), whereas unstressed overt pronouns prefer object antecedents (Claudia) (Carminati 2002). In contrast to Italian, unstressed pronouns in English favour subject antecedents; see (1b). Pronoun stress results in an 'overturning' effect in both languages: a reduction in object antecedents in Italian, an increase in object antecedents (away from subjects) in English (see 1a/b and Table 1).(1a) Monicai ha telefonato a Claudiaj quando Øi/leij/LEIi/j era in ufficio.(1b) Monicai phoned Claudiaj when shei/SHEj was in the office.As Table 1 indicates, Italian speakers must establish a correspondence between English unstressed pronouns and Italian null pronouns and between English stressed pronouns and Italian unstressed pronouns. Following previous research demonstrating effects of stress on Italian pronoun interpretation (Gargiulo 2020; White et al. 2017), we hypothesize that Italian-English L2ers will come to realize that stressed pronouns in English shift the interpretation away from subject antecedents, like unstressed pronouns in Italian. We report on two experiments, administered online. 21 Italian-speakers (intermediate/advanced English proficiency) participated in an experiment on English; 18 Italians participated in an experiment on Italian. Each experiment involved auditorily-presented biclausal sentences (as in (1)) (24 in English, 36 in Italian), manipulating pronoun type and presence/absence of stress. Stimuli were preceded by written contexts introducing potential referents (main clause subject, object or external). After listening to a sentence, participants indicated their preferred referent for the pronoun. See (2).Results for L2 English (Figure 1) show that subjects were the preferred antecedents for unstressed pronouns; stress led to a significant increase in object antecedent choices. For L1 Italian (Figure 2), participants showed a significant difference between null and overt pronouns, subject antecedents being preferred for null pronouns and object antecedents for overt pronouns. Stress was also significant, reducing object preferences and increasing the proportion of other antecedents (subjects or external). The results suggest that, as hypothesized, L2ers are sensitive to differences in pronoun interpretation between the two languages. Notably, the differential role of stress is well understood: stress on L2 English pronouns resulted in an increase in object choices (compared to unstressed pronouns), whereas stress on pronouns in L1 Italian resulted in a decrease.ReferencesCarminati, M. N. (2002). The processing of Italian subject pronouns. PhD dissertation, UMass Amherst.Gargiulo, C. 2020. On L1 attrition and prosody in pronominal anaphora resolution. PhD dissertation, Lund University.Sorace, A. 2011. Pinning down the concept of "interface" in bilingualism. LAB 1: 1-33.Sorace, A. & F. Filiaci. 2006. Anaphora resolution in near-native speakers of Italian. SLR 22: 339-368.White, L. et al. 2017. Prosodic effects on pronoun interpretation in Italian. BUCLD 41: 744-752.

When syntax needs prosody: How French prosodic cues help Chinese L2 learners parse syntactic information – a perception study
10:45AM - 12:45PM
Presented by :

Lei Xi, PhD Candidate, Laboratory Of Phonetics And Phonology (UMR 7018, CNRS – Sorbonne Nouvelle)

Co-authors :

Rachid Ridouane, Laboratoire De Phonétique Et Phonologie (UMR7018, CNRS – Sorbonne Nouvelle)

Prosodic boundary is marked by the presence of several acoustic cues, such as pitch, final lengthening and pause. These acoustic cues are used differently in different languages. A core question in speech acquisition research is how learners exploit L2 prosodic cues to constrain syntactic ambiguity.In this study, 40 French noun phrases belonging to two different syntactic categories (direct object or subject) were inserted within locally ambiguous sentences that differed in late / early closure (e.g., Whenever the snake {was eating the rat, the rabbit would hide. (LC) / was eating, the rat would hide. (EC)}). These sentences were produced by a French male speaker. Acoustic analyses showed that he produced reliable French prosodic cues to differentiate the ambiguous meanings. Forty intermediate (n=20, ma: 22, sd: 2.7) and advanced (n=20, ma: 24.2, sd: 2.4) Chinese L2 learners were tested whether they could correctly assign the ambiguous items (here "the rat") to their syntactic categories based on available prosodic cues. The sentences were cut after the target nouns and divided into 2 blocks: each member of a given pair appeared in a different block. In each block, we had 20 experimental stimuli (10 LC and 10 EC) plus 5 filler sentences. Participants were asked to listen to each stimulus (e.g., "Whenever the snake was eating (,) the rat") and to complete it by writing the rest. The completed sentences were coded as to whether ambiguous items were interpreted as subjects or as direct objects.Our results showed that Chinese learners had difficulties in solving the syntactic ambiguity: they gave more LC responses (i.e., ambiguous items interpreted as direct objects) both in LC (9.85 correct responses in advanced learners vs. 9.80 in intermediate learners) and in EC (6.15 vs. 5.65 in advanced vs. intermediate learners) conditions. Two ANOVAs were conducted on the number of correct responses given in LC and EC, with proficiency level (intermediate vs. advanced) as between-participants factor and blocks as within-subject factor (block 1 vs. 2). The analyses revealed that neither proficiency level (F(1,36)=0.17, p=0.68 for LC; F(1,36)=0.19, p=0.67 for EC) nor block (F(1, 36)=1.53, p=0.22 for LC; F(1, 36)=0.27, p=0.61 for EC) had significant effect on the scores obtained.Our results could be interpreted within the Informative Boundary Hypothesis (IBH) (Carlson et al., 2001, 2009; Clifton et al., 2002) and the Late Closure Preference (Frazier, 1979). According to the IBH, the effectiveness of a prosodic boundary is determined by its size relative to relevant earlier and global prosodic boundaries in the utterance. Our stimuli were rather short (about 3-4s) and incomplete, which did not give enough prosodic information. The lack of prosodic context made learners insensitive to the prosodic boundary cues present in the signal. Our results provide additional evidence for the Late Closure strategy being favored in syntactic parsing (Frazier, 1979). For ambiguous sentences, parsers attach the new information to the clause being processed. The noun phrases in LC and EC conditions would therefore more likely be attached to the preceding verb and interpreted as direct objects.

Path under construction: Challenges beyond S-framed motion event construal in L2 German
10:45AM - 12:45PM
Presented by :

Elsa Liste Lamas, Zurich University Of Applied Sciences

Co-authors :

Karin Madlener-Charpentier, Professurvertretung, Albert-Ludwigs-Universität Freiburg

The encoding of motion events is known to be challenging for second language (L2) users, particularly if the lexicalization patterns of their first language (L1) diverge from those of the L2 (e.g., Treffers-Daller & Tidball 2016). A major distinction is typically made between verbframed (V) and satellite-framed (S) languages (Talmy 1985). In V-languages, path, is expressed in the main verb (e.g., to cross, to enter). Manner is only expressed, e.g., in gerunds (e.g., enter running), if particularly salient. By contrast, S-languages are manner-salient (Slobin 2004), the root of the finite verb typically encoding manner information (e.g., to march, to run, to scuttle), while path is expressed in satellites (e.g., directional adverbs, verbal prefixes and particles, or prepositional phrases).German is assumed to be a rather typical S-language with dense information packaging (Author1 et al. 2017). Given the broad range of path encoding options in German (Autor1 & Author2 under review), L2 users of German experience substantial

levels of variation within the S-framed basic pattern. The challenge of learning to encode path in motion events in L2 German might therefore go way beyond the path-manner dichotomy as typically discussed (e.g., Cadierno 2008). So far, only a few studies have empirically investigated L2 German path encoding in motion event descriptions in detail (e.g. Scheirs 2015). We therefore ask the following research questions: How do L2 users of German with different L1s deal with the large array of path encoding options? What can error patterns tell us about their ability to differentiate between satellite types, to acquire their respective form-meaning mappings, usage restrictions, and combinatorial potential?This presentation analyzes oral and written motion event descriptions produced by advanced L2 users of German (L1 English: n=6; L1 Danish: n=16; L1 French: n=6; L1 Spanish: n=14). We show that advanced L2 users, independently of having a V- (French, Spanish) or S-framed L1 (Danish, English), particularly struggle with the "smaller" devices of path encoding, such as particles, locative and directional adverbs, their formal and functional discrimination (and their differentiation from prepositions), and the identification of their combinatorial potential and restrictions. We discuss characteristics of the target language input that might contribute to these challenges as well as implications and options for L2 teaching.ReferencesAuthor2 et al. 2017Author1 & Author2, under reviewTalmy, L. (1985). Lexicalization patterns. Semantic structure in lexical forms, in T. Shopen (ed.), Language typology and syntactic description: Grammatical categories and the lexicon, Cambridge University Press, 57-149.Slobin, D. I. (2004). The many ways to search for a frog. Linguistic typology and the expression of motion events, in S. Strömqvist and L. Verhoeven (eds.), Relating Events in Narrative. Volume 2: Typological and Contextual Perspectives, Lawrence Erlbaum, 219-257.Treffers-Daller, J., and Tidball, F. (2016). Can L2 learners learn new ways to conceptualize events? A new approach to restructuring in motion event construal, in P. Guijarro-Fuentes, K. Schmitz & N. Müller (eds.), The Acquisition of French in Multilingual Contexts. Multilingual Matters, 145-184.

Comparing reference corpora and authentic classroom input in instructed SLA
10:45AM - 12:45PM
Presented by :

Rosamond Mitchell, Professor Emeritus, University Of Southampton

Co-authors :

Florence Myles, Professor Of Second Language Acquisition, University Of Essex

Word lists grounded in principles of frequency and/or functionality have been advocated in instructed SLA since the early 20th century (González-Fernández & Schmitt 2017), though they have at times proved controversial (Coste 2006). Policy-makers in England are currently adopting a frequency-led approach for foreign languages in schools; a recent specification (DFE 2022) requires that learners aged 16 have a vocabulary of 1700 items, and that 85% of lexis to be taught be drawn from the "2000 most frequent words" in the language.Vocabulary theorists concur that instructed learners require a mix of intensive focused instruction and extensive exposure to build vocabulary (Webb 2020). But little is known about the lexis to which young instructed learners are actually exposed, and how far authentic classroom discourse reflects the frequency distributions in reference corpora.This paper explores relationships between lexical frequency in a reference corpus (RC) for French developed for educational purposes (Lonsdale & Le Bras 2009), and an input corpus (IC) of authentic classroom L2 French. IC comprises a 33-hour sequence of French lessons recorded with a single class of 7-8 year old beginners (AUTHOR 2012, 2019). All speech was transcribed and analysed with CHAT/CLAN (MacWhinney 2000); analysis showed that the learners were exposed over time to just under 700 word types (with token frequencies ranging from many hundreds, to single occurrences). Using the tool MultiLingProfiler (Finlayson 2021), frequency band positions according to RC were calculated for the lexis of IC. This analysis showed that 61.0% of input items fell within the 2000-word band in RC; detailed analysis showed these items were well distributed across word classes, and the commonest RC function words were well represented. However, IC also included many less frequent words, e.g. 16.5% of word types had frequencies below 1 in 5000 words. These "rare" words were mainly nouns and adjectives, relating to particular topics which the teacher used to motivate language use (e.g. animals, body parts, foods). Further analysis of learner achievement data and of instructional strategies showed that such words were just as learnable as more frequent words, given reasonable input frequency, and multimodal support.Conclusions are drawn regarding the relevance of reference corpora for early instructed SLA, and the design features which may maximise their usefulness.ReferencesAUTHOR 2012AUTHOR 2019Coste, D. (2006). Français élémentaire, débats publics et représentations de la langue. Documents pour l'histoire du français langue étrangère ou seconde, 36. Department for Education. (2022). French, German and Spanish: GCSE subject content. https://www.gov.uk/government/publications/gcse-french-german-and-spanish-subject-contentFinlayson, N., Marsden, E., Anthony, L., Bovolenta, G., & Hawkes, R. (2021). MultiLingProfiler (Version 2) [Computer software]. University of York. https://www.multilingprofiler.net/González-Fernández, B., & Schmitt, N. (2017). Vocabulary acquisition. In S. Loewen & M. Sato (Eds.), The Routledge handbook of instructed second language acquisition (pp. 280-298). Routledge.Lonsdale, D. & Le Bras. Y. (2009). A frequency dictionary of French: Core vocabulary for learners. Routledge.MacWhinney, B. (2000). The CHILDES project: Tools for analyzing talk. 3rd Edition. Lawrence Erlbaum Associates.Webb, S. (Ed.) (2020). Routledge handbook of vocabulary studies. Routledge.

10:45AM - 12:45PM

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Session 3D
Format : Individual paper

Speakers
Sonia López-Serrano, Universidad De La Laguna
Yoshiyuki Nakata, Professor, Doshisha University
Sagit Bar On, Student , Bar Ilan University
Marta González-Lloret, Professor, University Of Hawaii, Manoa

Development of pragmatic competence during short-term study abroad: exploring the effects of cross-cultural sensitivity and intensity of interaction
10:45AM - 12:45PM

Presented by :

Sonia López-Serrano, Universidad De La Laguna

Co-authors :

ARIADNA SANCHEZ HERNANDEZ, UNIVERSIDAD COMPLUTENSE DE MADRID

Emilia Alonso-Marks, Ohio University

The present study examines second language (L2) learners' development of pragmatic competence during short-term study abroad (STSA) programs. Since STSA programs – that is, those lasting two months or less (Martinsen, 2011) – are becoming increasingly more popular (IEE, 2020), the need to investigate their effectiveness seems urgent. Moreover, research exploring L2 pragmatic development in the study abroad context has revealed mixed findings, since different individual trajectories have been observed, which are determined by different factors such as intensity of interaction, background culture, or sociocultural adaptation (Sánchez-Hernández, 2018; Taguchi, 2011). Therefore, the question still remains as to whether mere exposure to the target language context is enough to develop the ability to use the L2 adequately to the context. To address this concern, the present study examines the development of L2 pragmatic competence - operationalized as speech act production - during a STSA program. Additionally, it explores the effects of cross-cultural sensitivity and intensity of interaction on the reported pragmatic gains. It is a longitudinal study that employed a mixed-method approach. Nineteen US college students participating in a short-term study abroad program in Spain completed a pre-test and a post-test version of the revised Inventory of Cross-Cultural Sensitivity (ICCS, Mahon & Cushner, 2014), and of a free discourse-completion task that measured their ability to produce compliments and responses to compliments in Peninsular Spanish. Quantitative data were complemented with qualitative information from guided weekly journal entries reflecting on different aspects pertaining to their experience with foreigners, and with a post-abroad questionnaire with open-ended questions about their intensity of interaction and their pragmatic awareness.The results revealed that the STSA program afforded gains in L2 pragmatic skills. Students improved the appropriateness of their compliments and of their invitations, although gains were not observed in two of the six invitations situations included in the test - one involving an invitation to a birthday party and one about an invitation to spend a weekend in a nearby town. Moreover, these gains were determined by intensity of interaction with native speakers of Spanish, but they were not related to cross-cultural sensitivity. All together, these findings shed light on the nature of short-term study abroad programs, providing data relevant for program planning decisions and for preparation of students going abroad.REFERENCESIEE (International Education Exchange) 2020. Open Doors 2020: Report on International Educational Exchange. New York, NY: IEE.Mahon, J. and Cushner, K. (2014) Revising and updating the inventory of cross-cultural sensitivity, Intercultural Education, 25(6): 484-496 Martinsen, R. (2011). Predicting changes in cultural sensitivity among students of Spanish during short-term study abroad. Hispania, 94: 121–141.Sánchez-Hernández, A. (2018). A mixed-methods study of the impact of sociocultural adaptation on development of pragmatic production. System 75. 93-105Taguchi, N. (2012). Context, individual differences, and pragmatic competence. New York/Bristol: Multilingual Matters.

Student perceptions of oral feedback in the foreign language classroom: A mixed-method investigation
10:45AM - 12:45PM

Presented by :

Yoshiyuki Nakata, Professor, Doshisha University

Co-authors :

W. L. Quint Oga-Baldwin, Professor, Waseda University

Atsuko Tsuda, Ryukyu University

BackgroundFeedback inevitably involves students' cognitive processes and plays a pivotal role in the promotion of self-regulated learning (Butler & Winnie, 1995). Teacher feedback is thus likely to be essential not only in improving motivation but also promoting or accelerating language acquisition (Hattie & Timperley, 2007). Although studies have analyzed different types of corrective feedback (Nassaji & Kartchava, 2017), empirical investigations of the relationship between feedback and self-regulated learning (Zimmerman, 2013) in foreign language environments remain scarce. The present paper aims to explore potential mechanisms for how learners interpret teacher feedback and translate the information into action for self-regulated learning.MethodsThis mixed-method study investigated different types of oral feedback. Questionnaire surveys with closed and open-ended questions were administered to 112 first-year high school students. Surveys recorded students' retrospection on different types of feedback received in lower secondary school, and their perspectives on these feedback types in their current learning at high school. Six months later, the same students answered a survey examining the gap between ideal and real experiences of feedback. Students proficiency was controlled using pre-post standardized tests. ResultsLongitudinal path modeling indicated that proficiency predicted students' recognition of different types of feedback in both junior high school and high school. Students preferred motivational praise, and spurned pushes for self-correction. At the same time, a greater discrepancy in students' preferred and actual feedback had a small predictive relationship with their English proficiency scores, indicating a stronger role for self-correction over praise. Students' open responses indicated similarly indicated a recognition of the role of self-correction, with some students increasing awareness of their mistakes, improving in self-confidence, and feeling a sense of achievement at having self-corrected. ImplicationsThe study indicates that students' positive prior experiences and achievement learning outcomes may underlie perceptions of their learning. The reciprocal role of proficiency and positive learning experience may help to explain a positive perception cycle and increasing self-regulation and autonomous learning. More importantly, pushing students toward self-correction indicates a small but statistically significant effect on achievement. Students further recognize the importance of this type of feedback for their learning, reporting improvements in self-regulatory functioning. Findings indicate that self-correction as a form of oral feedback can have a meaningful role in the language learning process. References:Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. Review of Educational Research, 65(3), 245–281. http://doi.org/10.3102/00346543065003245Hattie, J. A. C., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112. http://doi.org/10.3102/003465430298487Nassaji, H. & Kartchava, E. (2017). Corrective Feedback in Second Language Teaching and Learning Research, Theory, Applications, Implications. Routledge.Zimmerman, B. J. (2013). From cognitive modeling to self-regulation: A social cognitive career path. Educational Psychologist, 48(3), 135–147. http://doi.org/10.1080/00461520.2013.794676

Heritage and L2 English Pragmatic Competence: Evidence from the Speech Acts of Requesting and Apologizing
10:45AM - 12:45PM

Presented by :

Sagit Bar On, Student , Bar Ilan University

Co-authors :

Natalia Meir, Senior Lecturer/Coordinator For Linguistics In Clinical Research Program, Bar Ilan University

Although Heritage Language (HL) speakers acquire their HL as their native language in childhood, their linguistic performance shows high heterogeneity as compared to the baseline, i.e., the language spoken in the country of origin or the language spoken by 1st-generation immigrants who are dominant in this language (Montrul, 2016; Polinsky, 2018). Despite the rapid development of HL research, the sphere of pragmatics remained neglected (but Dubinina, 2021; Xiao-Desai, 2019).The current study sought innovation by investigating speech acts of requesting and apologizing in HL-English speakers (n=20), L2-English speakers dominant in L1-Hebrew (n=20, hereafter L2-ENG), and L1-English speakers (n=20, hereafter L1-ENG) in the English language. The discourse-pragmatic task consisted of 18 scenarios eliciting requests and apologies. The participants were asked to say out-loud what they would have said if they had been one of the participants in the actual situation. The scenarios manipulated 'social status' (i.e. the relative level of respect, honor, and deference) and 'social distance' (i.e. the level of familiarity between the participants). The participants' requests were analyzed for the choice of the syntactic structure (Interrogative / Imperative / Declarative / Mixed), the use of modals, and the use of 'please'. Their apologies were analyzed for expressions of apology, number of propositions added (i.e. offering explanation, taking responsibility, offering repair or compensation, and promising forbearance), and the use of intensifications.The results indicated that L2-ENG speakers dominant in Hebrew transferred pragmatic strategies from Hebrew to English. The results for HL-English speakers showed that in some cases their strategies paired up with a baseline group, while in other cases they developed a unique hybrid linguistic style reflecting the strategies available in Hebrew and English. HL-English speakers paired up with the L1-ENG on the usage of modals and 'please' in requests, and with the L2-ENG on the usage of intensifications in apologies. The findings for requests showed that while L2-ENG preferred to use the declarative structure and L1-ENG the interrogative one, HL-English speakers resorted to a mixed strategy containing both structures. The findings for apologies showed that while L2-ENG preferred the use of apology expressions and L1-ENG preferred the use of propositions, HL-English speakers preferred a strategy containing both apology expressions and propositions. The current study contributes to the understanding of the functions of requests and apologies from a cross-linguistic and cross-cultural perspective, and adds to the growing body of work concerning politeness and speech acts in monolingual and bilingual speakers.ReferencesDubinina, I. (2021). Pragmatics in Heritage Languages. In Montrul, S. and Polinsky, M. (Eds.). The Cambridge Handbook of Heritage Languages and Linguistics (pp. 728-757). Cambridge: Cambridge University Press.Montrul, S. (2016). The acquisition of heritage languages. Cambridge: Cambridge University Press.Polinsky, M. (2018). Heritage languages and their speakers. Cambridge: Cambridge University Press.Xiao-Desai, Y. (2019). Heritage Learner Pragmatics. The Routledge Handbook of Second Language Acquisition and Pragmatics, 462-478.

Learning to disagree through social media
10:45AM - 12:45PM
Presented by :

Marta González-Lloret, Professor, University Of Hawaii, Manoa

As frequent as disagreement is to everyday conversation, this speech act is rarely present in the foreign/second/other language (L2) classrooms. Disagreement is a complex, multidirectional, and multifunctional act that is mostly, but not always negative, and can be used to strengthen relationships (Sifianou, 2012). It is extremely important to know how to disagree in an appropriate way to create and maintain relationships, however, language learners (LLs) in a classroom almost never have the opportunity to disagree with the teacher, and disagreement with peers is framed as part of interactional activities without the interactional work needed in real life. Technology, and in particular social networks, can provide a space for students to practice this speech act in an authentic manner by engaging in interaction with other speakers of the language remotely (e.g., Dutceac Segesten et al., 2020; Langlotz & Locher, 2012; Shum & Lee, 2013). This study investigates how disagreement developed in the language of beginner learners of Spanish in the U.S. engaged in interaction with other speakers of Spanish through social media. Data from 3 different groups of beginner Spanish learners following the same language curriculum (which did not include any pragmatic teaching) was collected. Group 1 engaged in Facebook interaction among themselves, Group 2 engage in Facebook with native speakers, and Group 3, the Control group, engaged individually in other technology-mediated activities. Data was collected through a pre and post DCT (discourse completion test) to assess quantitatively (length and amount of disagreement) and qualitatively (pragmatic strategies used) gains in the development of their ability to produce disagreement. In addition, longitudinal data (6 weeks) of the interaction between the LLs and Spanish speakers discussing a variety of provocative topics and situations was investigated using sequential analysis to identify the learners' and expert speakers' use of disagreement and to explore whether there was any development on the LLs' use of disagreement. The presentation will discuss the results, which show a clear difference between the groups that participated in Facebook and the control group and will address the large variety of patterns of development and pragmatic strategies used. Finally, pedagogical choices to enhance the learning of this speech act through social media will be suggested and discussed.References cited: Cordella, M. (1996). Confrontational style in arguments: Pragmatics and teaching outlook. Language, Culture, and Curriculum, 9, 148–162. Dutceac Segesten, A., Bossetta, M., Holmberg, N., & Niehorster, D. (2020). The cueing power of comments on social media: How disagreement in Facebook comments affects user engagement with news. Information, Communication & Society, 1–20. https://doi.org/10.1080/1369118X.2020.1850836Langlotz, A., & Locher, M. A. (2012). Ways of communicating emotional stance in online disagreements. Journal of Pragmatics, 44(12), 1591–1606. Sifianou, M. (2012). Disagreements, face and politeness. Journal of Pragmatics, 44(12), 1554–1564. Shum, W., & Lee, C. (2013). (Im)politeness and disagreement in two Hong Kong Internet discussion forums. Journal of Pragmatics, 50(1), 52–83.

10:45AM - 12:45PM

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Session 3E
Format : Individual paper

Speakers

Malgorzata Barras, Lecturer, University Of Fribourg

ROMAIN SCHMITT, Research Professional / Student, Université De Montréal

Rosemary Erlam, University Of Auckland, University Of Auckland

Nina Vyatkina, Professor, University Of Kansas

Using scenario-based tasks in foreign language learning
10:45AM - 12:45PM
Presented by :

Malgorzata Barras, Lecturer, University Of Fribourg

Co-authors :

Katharina Karges, Institute Of Multilingualism (University Of Fribourg)

With the advent of new technologies and social media, language use has changed dramatically in the last few years. For instance, readers now have to cope with "smaller displays, cluttered screens and challenging networks of pages" (OECD 2016), they are confronted with new digital text types and have to be able to evaluate the relevance of new information. To deal with this real-world change in the language classroom and to create a stronger link between teaching, learning and assessing, Sabatini et al. advocate a "broader construct for reading" through "scenario-based assessment" (SBA; Sabatini et al. 2013). SBA understands reading as a purposeful, complex activity which involves "cognitive, language, and social reasoning skills, knowledge, strategies, and dispositions, directed towards achieving specific reading purposes" (p. 7). Within this framework, assessment and learning tasks are embedded in scenarios, which are designed to provide learners with relevant communicative goals that motivate them to use their skills more completely (p. 29f.). Although originally conceived for English as the language of schooling, this broader construct of reading may also have potential for a foreign or second language learning context. Thus, in a first step, we developed and trialled receptive SBA tasks for assessing foreign language skills in secondary schools (French and English). Our computer-based tasks were embedded in a quasi-authentic setting, e.g. preparing a trip to another city or gathering information for a school project. To account for current reading and listening habits, we used digital text types such as smartphone chats, websites, audio messages and blogs. All scenarios were developed to be suitable for large-scale assessments, with selected-choice item formats only, an easy-to-use screen design and simple instructions in the language of schooling. The tasks were located around the CEFR levels A2/B1 (Council of Europe 2001).A mixed-methods design was used to investigate the functioning of the tasks. Qualitative data was collected through think-aloud protocols and stimulated recall interviews (N=30). Quantitative data included student responses (N=631) from the scenario-based tasks, additional reading and listening tasks and tests targeting lexical and grammatical skills, as well as data from questionnaires on motivation, use of strategies, ICT knowledge and social and linguistic background. Our results show that scenario-based tasks are generally suitable for use in a large-scale assessment of foreign language skills, but that their motivating effect is less than expected due to the testing situation. Based on this, we will discuss the potential of using the scenario-based approach in the foreign language classroom, where teaching, learning and assessment are entwined and complement each other.Council of Europe (Ed.) (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press.OECD (2019). PISA 2018 Assessment and Analytical Framework. OECD Publishing.Sabatini, J. P., O'Reilly, T., & Deane, P. (2013). Preliminary reading literacy assessment framework: Foundation and rationale for assessment and system design (Research Report RR-13-30). ETS. http://www.ets.org/research/policy_research_reports/publications/report/2013/jrmh

Validity Argument for the Use of Summative Task-Based Language Assessment in a Language Teaching Program for Adult Immigrants
10:45AM - 12:45PM
Presented by :

ROMAIN SCHMITT, Research Professional / Student, Université De Montréal

Co-authors :

Christophe Chénier, Assistant Professor, Université De Montréal

Gabriel Michaud, Assistant Professor, Université De Montréal

Louis-David Bibeau, Research Professional, Université De Montréal

Task-Based Language Teaching (TBLT) has been gaining momentum as a teaching methodology in different contexts (Ellis, 2018). However, teacher concerns about the incompatibility of TBLT and summative assessments may be an obstacle to the implementation TBLT in the classroom (East, 2019). Similarly, the use of Task-Based Language Assessment (TBLA) for summative assessment purposes such as testing to student achievement in a course is limited (Ellis et al., 2020; Long, 2016). This study aims to address these two gaps. First, it describes the design, trial and partial validation process of summative, integrated task-based language assessment tasks, in the A1 to B2 range, for adults learning French in Canada for immigration purposes. Secondly, it assesses the impacts (washback) on teacher practices.Adopting a mixed-method approach, data from the trialing phase for the assessment tasks are reported within a validity argument and adapted to the specific context at-hand.The discussions and negotiations between the scientific team designing the tasks (mandated by the ministry of Immigration) and the expert-team delegated from the ministry itself resulted in the adaptation of the theorical basis of TBLA features into twelve (12) consensual, accessible and practical tasks. The tasks are situated between "real" task-based language assessment as described by authorities in the field (Long, 2016; Norris, 2016) and interactive ability (Bachman & Palmer, 2010) based on a national communicative language benchmarks (MELS, & MIFI, 2011). The tasks were piloted in authentic classrooms and followed by focus groups with teachers (n = 24) and students (n = 72)Preliminary results from data collected and analyzed seem to indicate the tasks meet the requirements of the validity argument in terms of evaluation, generalization, explanation, extrapolation and utilization (Chapelle et al, 2008; Jun, 2021). Furthermore, data collected during focus groups hint at evidence of mid- to long-term positive washback. The implications and limits of the design and trial processes are discussed.ReferencesBachman, L. F. & Palmer, A. S. (2010). Language Testing in Practice, 2nd edition. Oxford: Oxford University Press.Chapelle, C., Enright, M., Jamieson, J. (Eds.). (2008). Building a validity argument for the Test of English as a Foreign Language. New York: Routledge. East, M. (2019). Sustaining innovation in school modern foreign language programmes: teachers' reflections on task-based language teaching three years after initial teacher education. The Language Learning Journal, 47(1), 105-115.Ellis, R. (2018). Reflections on task-based language teaching. Multilingual Matters.Ellis, R., Skehan, P., Li, S., Shintani, N. et Lambert, C. (2020). Task-based language teaching: Theory and practice. Cambridge

University Press. https://doi.org/10.1017/9781108643689Jun, H. 10 Justifying the Interpretation and Use of an ESL Writing Final Examination in Chapelle, C. A., & Voss, E. (Eds.). (2021). Validity Argument in Language Testing: Case Studies of Validation Research. Cambridge University Press.Long, M. (2016). In defence of tasks and TBLT: Nonissues and real issues. Annual Review of Applied Linguistics 36, 5–33.Norris, J. M. (2016). Current uses for task-based language assessment. Annual review of applied linguistics, 36, 230-244. https://doi.org/10.1017/S0267190516000027

The pedagogical realities of implementing task based language teaching

10:45AM - 12:45PM

Presented by :

Rosemary Erlam, University Of Auckland, University Of Auckland

Much of the Task Based Language Teaching (TBLT) literature is informed by the world of research rather than by the real world of practice (Bygate, 2020; Van den Branden et al., 2009). There is a need for TBLT to deal with issues and concerns relevant to stakeholders, if this disconnect between theory and practice is to be bridged. Samuda et al. (2018) call for bottom-up approaches to research where the pedagogical realities of implementing TBLT are investigated. They suggest that the challenges involved in implementing TBLT in the classroom are greater than the literature tends to acknowledge.This presentation documents the practices and perspectives of teachers as they implemented and/or adapted TBLT to meet the characteristics and needs of their students in real classrooms (Ellis et al., 2019). The contexts presented tend to be under-represented in the TBLT literature; the emphasis is on the beginner language learner, on the foreign language learning context and on the teaching and learning of languages other than English.The presentation first explores to what extent eight teachers were implementing TBLT and using tasks as pedagogical tools in their classroom practice several years after completing a professional development programme where they learnt about tasks/TBLT. Observation data is presented from 15 lessons and interview data documents teacher responses to TBLT, the role they saw for tasks and the extent to which they believed that they used tasks in their practice.The subsequent focus is on how six of the eight teachers who were observed to be working with tasks in their lessons, used them to open up opportunities for language learning. This investigation is informed by a data set that consists of transcripts of the teacher and student discourse and data from questionnaires where the students report on their learning.In examining how TBLT is both understood and implemented, it is possible to draw some practical implications for teacher professional development. Findings also show that teachers incorporated TBLT/tasks into their practice in combination with instructional and learning processes that are not normally associated with TBLT. In so doing, some of the dichotomies that have differentiated TBLT from other approaches to language teaching and learning were blurred. One conclusion is that TBLT theory needs to continue to engage with the realities of actual classroom practice.

Data-Driven Learning beyond ESL: a Scoping Review

10:45AM - 12:45PM

Presented by :

Nina Vyatkina, Professor, University Of Kansas

Data-Driven Learning (DDL) research is an area of academic inquiry "into the effectiveness of using the tools and techniques of corpus linguistics for second language learning or use" (Boulton & Cobb, 2017). This is a rapidly growing field that has been regularly represented at major SLA conferences (including the Language Learning Round Table scheduled at EuroSLA 2022). Boulton and Vyatkina's (2021) comprehensive scoping review identified 489 empirical DDL studies published in English through 2019. One of their findings (see also Jablonkai et al., 2020) was the scarcity of DDL research on Languages Other Than English (LOTEs) with almost 90% of the studies exploring DDL applications in English as a Second/Foreign Language (ESL/EFL) contexts. The present paper explores this topic further by answering the following research question: What is the scope of empirical DDL research on LOTEs and how did it change over time?Methodologically, this is a scoping review, i.e., a systematic mapping of the research landscape of a given domain (Chong & Plonsky, 2021). First, the near-exhaustive DDL database from Boulton and Vyatkina (2021, available in the IRIS repository) is sorted by the target language, and the coded methodological aspects (e.g., L1, region, L2 proficiency, discipline, corpus and software type, instructional focus, instruments) of the ca. 60 LOTEs studies are analyzed and reported in frequencies and percentages. Second, we zoom in on articles published in ranked journals (Web of Science) and analyze their distinctive characteristics while also adding the latest publications (2020-2021). Third, treating the articles as a corpus in its own right, we conduct an in-depth analysis of the keywords using AntConc 4.0 (Anthony, 2021), thus identifying themes more frequently addressed in LOTEs articles in comparison to the ESL/EFL articles. Our results show that LOTEs remain woefully underrepresented in empirical DDL research, including the latest period. This presents an untapped potential for expanding the field as well as exploring new challenges and opportunities for DDL when applied to LOTEs that may have remained masked until now due to the specifics of English (its nature as a lingua franca, scarcity of inflectional morphology). We will conclude with a discussion of implications for future research, including an invitation to more cross-pollination between DDL and the broader SLA field.ReferencesAnthony, L. (2021). AntConc, v4.0. Tokyo: Waseda University. https://www.laurenceanthony.net/software Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. Language Learning, 67(2), 348–393. https://doi.org/10.1111/lang.12224Boulton, A., & Vyatkina, N. (2021). Thirty years of data-driven learning: Taking stock and charting new directions. Language Learning & Technology, 25(3), 66-89. https://doi.org/10125/73450Chong, S. W., & Plonsky, L. (2021, June 15). A typology of secondary research in Applied Linguistics. https://doi.org/10.31219/osf.io/msjrh Jablonkai, R., Forti, L., Abad Castelló, M., Salengros Iguenane, I., Schaeffer-Lacroix, E., & Vyatkina, N. (2020). Data-driven learning for languages other than English: The cases of French, German, Italian, and Spanish. In K.-M. Frederiksen, S. Larsen, L. Bradley, & S. Thouësny (Eds.), CALL for widening participation: Short papers from EUROCALL 2020 (pp. 132-137). https://research-publishing.net/manuscript?10.14705/rpnet.2020.48.1177

10:45AM - 12:45PM	**Session 3F**
3120	Format : Individual paper

Speakers

Valentina Ragni, Post-doctoral Research Assistant, Institute Of Applied Linguistics, University Of Warsaw

Georgia Pujadas , Postdoctoral Researcher, University Of Barcelona

Daniela Avello , Predoctoral Researcher And EFL Teacher, University Of Barcelona

Martina Röthlisberger, Research Associate, University Of Teacher Education, Bern

Subtitle Processing in Foreign Language Learning (FLL): Evidence from Eye-Tracking
10:45AM - 12:45PM
Presented by :

Valentina Ragni, Post-doctoral Research Assistant, Institute Of Applied Linguistics, University Of Warsaw

Over the last decades, foreign-language (L2) subtitles have increasingly been recognised as a fruitful means to improve FLL (for a recent review, see Montero Perez, 2022). However, little is known about how learners engage with such written script as it unfolds on screen, and how they integrate information from multiple sources (e.g. sound, moving images, subtitles) in order to achieve comprehension of such multimodal content.Reading text in dynamic viewing situations differs from reading static text in several ways, which is likely to have specific implications in the context of watching subtitled videos for both incidental and deliberate L2 learning – practices that are becoming very popular in the age of VOD (video-on-demand) and streaming services. Therefore, understanding how learners process L2 subtitles is paramount to a fuller understanding of the learning mechanisms that might ensue from that processing. Subtitle reading is bound to be affected by both moving images and sound, which so far has made it impossible to examine the distinct contribution of L2 subtitles to overall comprehension of video content, as virtually no studies have tried to isolate the effect of these separate components. To complicate things further, with the aforementioned increase of VOD services (e.g., Netflix, Amazon Prime), we are witnessing an increase of subtitle speeds on the market (Szarkowska and Gerber-Moron, 2018), which is also bound to affect the viewing experience in ways that are still for the most part unknown. A notable exception is an eye-tracking study by Liao et al. (2020), where the authors assessed the effects of manipulating video (presence/absence of the moving images) and subtitle speed (12, 20, 28 characters per second) on both comprehension and subtitle processing in English native speakers watching English video. Our study replicates their experiment in the context of EFL (English as a foreign language) learning. Our main goal is to disentangle the impact of video presence and increasing subtitle speed on the processing of English L2 subtitles by EFL learners and on their video comprehension. To this end, 42 Polish native speakers watched six videos with English L2 subtitles whilst their gaze was monitored by an EyeLink 1000 Plus eye tracker. Both on-line (eye movements) and off-line (comprehension questions) measures were analysed using (generalised) linear mixed-effect models. To assess processing, several eye movements (e.g. fixation count, saccade length, skipping rates) were computed both globally (i.e., on whole subtitles) and locally (on individual subtitle words). In this talk, we will review relevant literature, describe in detail the methodology adopted in the study and present preliminary results of the data analysis. Liao et al. (2020).Using Eye Movements to Study the Reading of Subtitles in Video. Scientific Studies of Reading, pp. 1–19.Montero-Perez, M. (2022). Second or foreign language learning through watchingaudio-visual input and the role of on-screen text. Language Teaching, pp. 1–30.Szarkowska A. & Gerber-Moron, O. (2018). Viewers can keep up with fast subtitles: Evidence from eye movements. PLoS ONE 13(6), pp. 1–30.

When to switch off captions?
10:45AM - 12:45PM
Presented by :

Georgia Pujadas , Postdoctoral Researcher, University Of Barcelona

Co-authors :

Carmen Muñoz, Professor, Universitat De Barcelona, Q0818001J

TV series (with or without on-screen text) are robust tools for language learning because they expose the learner to a large amount of rich, authentic input. The presence of images provides an additional semantic support that aids information processing (e.g., Rodgers, 2018a), while the addition of on-screen text may facilitate comprehension for those learners whose L2 language skills are not high enough (Webb & Rodgers, 2009a). In fact, Studies on L2 learning from audio-visual materials have consistently shown a significant advantage of captioned over non-captioned conditions for content comprehension (e.g. Chung, 1999; Guillory, 1998; Huang & Eskey, 1999; Li, 2014; Montero-Pérez, Peters & Desmet, 2014), but the differences in comprehension accuracy between the two conditions varies widely from study to study (Pujadas, 2019), and some studies also report overall non-significant differences (e.g. Montero-Perez, Peters, Clarebout & Desmet, 2014; Rodgers; 2013; Rodgers & Webb, 2017). While most research in this area has been conducted with intermediate L2 learners, it is possible, however, that the advantage of captions over non-captions conditions may fade when participants are more advanced (and less dependent on the on-screen text). The question is, then: are they necessary for more advanced learners, who can already process input automatically (Vandergrift, 2007)? The addition of text alters the way viewers process information, as attention is divided among multiple channels. While several studies have found that the automatic reading of the text does not prevent viewers from processing the audio (Bird & Williams, 2002; Garza, 1991), nor the image (Bisson, Van Heuven, Conklin & Tunney, 2014), others suggest that lack of attention to audio could hinder the development of listening skills (Borras & Lafayette, 1994), and that captions might actually be distracting for more advanced students (Baristow & Lavaur, 2011). The aim of the present study is to explore whether there is a proficiency threshold for satisfactory viewing comprehension without captions. It also seeks to investigate whether a measure of general proficiency or vocabulary size would be more adequate to set said threshold, if the lexical profile of the episodes viewed affect comprehension rates. Participants were 270 university students, who took part in a 3-month intervention in which they watched 9 episodes of a TV series. They were distributed in 8 classes, of which 4 watched the episodes with captions and 4 without. Comprehension was assessed after each episode through multiple-choice and true-false items, which included a combination of textually explicit and inferential items. Preliminary results showed that, overall, captions groups outperformed the non-captions groups, but further analysis will show to what extent learner-related variables (i.e. proficiency and vocabulary size) and video-related variables (i.e. lexical coverage) affect comprehension, and determine the effect of these variables on caption and non-caption viewing.

The development of L2 reading skills in primary school learners through captioned-video viewing
10:45AM - 12:45PM

Presented by :

Daniela Avello , Predoctoral Researcher And EFL Teacher, University Of Barcelona

Co-authors :

Carmen Muñoz, Professor, Universitat De Barcelona, Q0818001J

Primary school learners' still developing L1 reading skills and their lack of a solid L2 English Linguistic Infrastructure (Birch & Fulop, 2021) result in a struggle to process print with ease. Therefore, an increasing number of investigations has explored the effects of multimodal input to support L2-reading instruction. Overall, the evidence has shown that the use of aural and written input simultaneously (with and without imagery) may facilitate the reading process and increase motivation. However, the outcomes of studies on reading-while-listening cannot not be entirely extrapolated to the effects of reading audiovisual input, where captions stay on screen for a limited amount of time. Likewise, even when the evidence on the use of captions with young learners has turned out to be beneficial as regards L1-reading skills development (Linebarger, Taylor & Greenwood, 2010), the outcomes may well change with participants from input-limited EFL contexts. Hence, this investigation intended to explore the development of L2 reading efficacy (Llanes, 2018) through captioned-video viewing (11 episodes) in a group of 92 L1-Spanish primary school learners of English in years 4 and 5 (9-11 years old). In addition, it assessed the influence of cognitive factors (complex working memory, phonological short-term memory and visual processing speed), as well as L1 and L2-related factors (e.g. L2 vocabulary knowledge, listening skills, L1 reading efficacy) on the outcomes. The results of a series of GLMMs and GLMs showed learners' significant improvement as regards English reading efficacy, supporting the use of captioned videos to strengthen L2-reading instruction. Another important finding was that learners' complex WM capacity did not predict learners' performance as a result of the treatment. It can thus be suggested that during the intervention, WM capacity was not overloaded with the simultaneous processing of audio, print and imagery to extract meaning. Instead, the results indicated that learners' outcomes relied on visual processing speed and their ability to decode and hold key information in the phonological loop (PSTM) to foster comprehension. However, the effects of PSTM lost statistical significance when the model included language-related factors. L2 vocabulary knowledge and listening skills were found to be key performance predictors. Finally, the significant main effect for Spanish reading efficacy may provide further support for the hypothesis that learners assimilate and accommodate their L1 reading strategies and mechanisms to deal with L2 print. Alderson, J.C., Huhta, A., Nieminen, L. (2016). Characteristics of weak and strong readers in a foreign language. The Modern Language Journal, 100(4), 1-28.Birch, B., & Fulop, S. (2021). English L2 reading: Getting to the bottom. Routledge. Linebarger, D., Taylor Piotrowski, J., & Greenwood, C. (2010). On-screen print: the role of captions as a supplemental literacy tool. Journal of Research in Reading, 33(2), 148-167. Llanes, A. (2018). Reading in English as a foreign language: Examining differences in reading speed, comprehension, efficacy and L1 cross-linguistic influence across grades. Investigaciones Sobre Lectura, 9, 1–49.

The Role of Semantic Word Knowledge in Reading Comprehension of More and Less Proficient Reading L2 Children
10:45AM - 12:45PM
Presented by :

Martina Röthlisberger, Research Associate, University Of Teacher Education, Bern

Co-authors :

Britta Juska-Bacher, Prof., Pädagogische Hochschule Bern

Solid reading skills are a basic prerequisite for a successful school career and shape an individual's career and socio-cultural prospects (Lenkeit et al., 2018). An important factor in adequate reading comprehension for children is vocabulary (Tannenbaum et al., 2006). Vocabulary is often defined and measured unilaterally as vocabulary breadth, although semantic knowledge plays a major role especially in reading comprehension (Ouellette, 2006). This paper presents a sub study from a large-scale, longitudinal study in which the development and interaction of reading and vocabulary in over 350 L1 and L2 children during the first three years of primary school were investigated (Juska-Bacher et. al., 2022).Existing evidence suggests that elementary school children who learn to read in a second language perform appropriately on reading precursor tasks such as decoding and phonological awareness but show a significantly weaker reading comprehension compared to their monolingual peers (Röthlisberger et al., 2021). In the present study we thus investigated the impact of grade 2 semantic word knowledge on grade 3 text reading in children with German as their second language (N = 51). The children were classified in two groups according to their text comprehension, with those whose text understanding lagged their chronological age by a year or more defined as underperforming comprehenders (N = 17), the remaining as good comprehenders (N = 34). While the correlation between semantic knowledge and text reading were positive in good comprehenders, this was not the case in der underperforming group. A structural equation model showed that semantic word knowledge was highly predictive for reading comprehension exclusively in good comprehenders. These results infer that the lack of at least minimal semantic knowledge makes adequate text comprehension impossible. Given the lack of a suitable measurement instrument for semantic word knowledge, an adapted version of the verbal intelligence subtest of the Wechsler Intelligence Test (Hamburg Wechsler Intelligenz Test HAWIK-IV; Petermann & Petermann, 2007) was used. Limitations and prospects will be discussed.ReferencesJuska-Bacher, B., Zangger, C. & Röthlisberger, M. (2022). Methoden zur differenzierten Auswertung von Wortschatzkompetenzen und ihre Bedeutung für das frühe Lesen. In M. Philipp & S. Jambor-Fahlen (Eds.), Lesen: Prozess- und Produktperspektiven von der Wortebene bis zu multiplen Texten (pp. 34-55). Weinheim: Beltz Juventa.Lenkeit, J., Schwippert, K. & Knigge, M. (2018). Configurations of multiple disparities in reading performance: longitudinal observations across France, Germany, Sweden and the United Kingdom. Assessment in Education: Principles, Policy & Practice, 25(1), 52-86.Ouellette, G. P. (2006). What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension. Journal of educational psychology, 98(3), 554-566.Petermann, F. & Petermann, U. (2007). HAWIK IV Hamburg-Wechsler Intelligenztest für Kinder-IV Manual. Übersetzung und Adaptation der WISC-IV von David Wechsler. Bern: Hogrefe.Tannenbaum, K. R., Torgesen, J. K., & Wagner, R. K. (2006). Relationships between word knowledge and reading comprehension in third-grade children. Scientific studies of reading, 10(4), 381-398.

10:45AM - 12:45PM

MIS10 01.13

Session 3G
Format : Individual paper

Speakers

Vittoria Dentella, PhD Researcher, Universitat Rovira I Virgili

Xuehong He, Assistant Professor, Nagoya University Of Commerce And Business, Japan

Małgorzata Foryś-Nogala, Assistant Professor, University Of Economics And Human Sciences In Warsaw

Dieter Thoma, Senior Researcher, University Of Mannheim

Bilingual disadvantages checked against bilingual advantages: A PRISMA review
10:45AM - 12:45PM
Presented by :

Vittoria Dentella, PhD Researcher, Universitat Rovira I Virgili

Co-authors :

Camilla Masullo, PhD Student, Universitat Rovira I Virgili

Evelina Leivada, Researcher, Rovira I Virgili University

A debated topic in psycholinguistics concerns the effects of bilingualism on cognition. The term 'bilingual advantage' refers to results that show that bilinguals may perform better than monolinguals in certain cognitive tasks, a claim has been confirmed across various populations. At the same time, a growing number of studies report a bilingual cognitive disadvantage (Gollan et al. 2002). In executive functioning (EF), different studies report contradictory findings, even when using the same tasks (Costa et al. 2008, Duñabeitia et al. 2014). While explanations have been offered (Leivada et al. 2021), the degree to which bilingual disadvantages are counterbalanced by bilingual advantages is unclear. The present systematic review addresses this question. Our starting point is the biological notion of trade-off, a negative correlation between processes that make use of the same finite resources within an organism (West-Eberhard 2003). We performed a systematic review of the literature on the bilingual disadvantage following the PRISMA Statement (Liberati et al. 2009) in PsycInfo, PsycExtra, APA Journals, and PubMed. Keywords were: "bilingual", "disadvantage". Results were split in the following categories: (i) studies that report both an advantage and a disadvantage; (ii) studies that report neither; (iii) studies that report only an advantage; (iv) studies that report a disadvantage for a population for which an advantage was also reported in the literature; (v) studies that report a disadvantage for a population for which no advantage was found in the literature.Encompassing a variety of tasks and populations, less than half of the screened studies report only a bilingual disadvantage. Excluding category (ii) (i.e. null evidence), remaining studies either report both an advantage and a disadvantage or only an advantage. To obtain the overall picture, we performed a second search of the literature outside the PRISMA sample, which targeted the populations mentioned in studies that reported only a disadvantage. 100% of these populations had been linked to bilingual advantages in other studies. This equilibrium suggests that 'bilingual advantages' and 'bilingual disadvantages' should be conceived as inseparable parts of an overall fitness trade-off. ReferencesCosta, A., Hernández, M. & Sebastián-Gallés, N. 2008. Bilingualism aids conflict resolution: Evidence from the ANT task. Cognition 106: 59-86.Duñabeitia, J. A., J. A. Hernández, E. Antón, P. Macizo, A. Estévez, L. J. Fuentes & M. Carreiras. 2014. The inhibitory advantage in bilingual children revisited: Myth or reality? Experimental Psychology 61: 234-251.Gollan, T. H., Montoya, R. I. & Werner G. 2002. Semantic and letter fluency in Spanish-English bilinguals. Neuropsychology 16: 562-576.Leivada, E., Westergaard, M., Duñabeitia, J. A. & Rothman, J. 2021. On the phantom-like appearance of bilingualism effects on neurocognition: (How) should we proceed? Bilingualism: Language & Cognition 24: 197-210.Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., et al. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. PLoS Med. 6:e1000100.West-Eberhard, M. J. 2003. Developmental Plasticity and Evolution. Oxford: OUP.

Does output promote attention? Evidence from eye tracking
10:45AM - 12:45PM
Presented by :

Xuehong He, Assistant Professor, Nagoya University Of Commerce And Business, Japan

Co-authors :

Aline Godfroid, Michigan State University

Wenjing Wendy Li, Nagoya University Of Commerce And Business, Japan

Producing written or spoken output is widely believed to facilitate second language (L2) development (Gass, 2010), possibly because output promotes noticing (Swain, 2005), that is, the conscious registration of a mismatch between what L2 learners want to produce and what they are able to produce. Empirical support for the noticing function of output has been mixed (compare, e.g., Uggen, 2012, and Izumi & Bigelow, 2000), in part due to the use of measures of noticing with disputable construct validity (Uggen, 2012). This study takes advantage of eye tracking, the concurrent registration of participants' eye movements, to operationalize noticing as a hybrid construct involving both attention and awareness (Godfroid et al., 2013). We explore whether producing written output (as opposed to receiving more written input) promotes attention to the English past hypothetical conditional during reading, which is a difficult target structure that lacks a first language (L1) counterpart for Chinese learners of English (e.g., Bassetti, 2021). Sixty-eight L1 Chinese speakers with intermediate English proficiency were randomly assigned to an experimental/output group (EG, n = 34) and a control/non-output group (CG, n = 34). Both groups read an essay (adapted from Uggen [2012]) twice as input, during which time their eye-movements were recorded. After each reading, they completed a post-reading task, which was essay reconstruction (output) for the EG and reading comprehension (non-output) for the CG. Results showed that the output group but not the non-output group improved in their written production accuracy from pretest to posttest, with a medium effect size. Interestingly, the eye-tracking data showed selective effects of output on the late measure of rereading only, which is associated with controlled processing and conscious reanalysis of input (e.g., Maie & Godfroid, 2021). These findings adduce support for the noticing function of output and help to refine it by showing that the benefits of written output accrue when L2 learners are given an opportunity to engage deeply with task-relevant input and engage in additional, conscious analysis of the relevant linguistic structure.ReferencesBassetti, B. (2021). Language and counterfactual reasoning in Chinese, English and ChineseL1-EnglishL2 reasoners. International Journal of Bilingualism, 1-22.Gass, S. M. (2010). The relationship between L2 input and L2 output. In E. Macaro (Ed.), The Bloomsbury companion to second language acquisition (pp. 194–219). London, GBR: Continuum International Publishing.Godfroid, A., Boers, F., & Housen, A. (2013). An eye for words. Gauging the role of attention in Incidental L2 vocabulary acquisition by means of eye-tracking. Studies in Second Language Acquisition, 35, 483–517.Izumi, S., & Bigelow, M. (2000). Does output promote noticing and second language acquisition? TESOL Quarterly, 34(2), 239–

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Cognitive aptitudes and input-related variables in acquiring an Italian-based miniature language in incidental exposure conditions
10:45AM - 12:45PM
Presented by :

Małgorzata Foryś-Nogala, Assistant Professor, University Of Economics And Human Sciences In Warsaw

Co-authors :

Olga Broniś, Assitant Professor , Cardinal Stefan Wyszynski University

Aleksandra Janczarska, PhD Student, University Of Warsaw

Learning second (L2) or third (L3) language grammar is influenced by a constellation of learner characteristics (e.g., cognitive aptitudes), language features (e.g., complexity, typology), and exposure-related variables (e.g., type of instruction). Regarding explicit knowledge of foreign language grammar, different studies found that it can be predicted by rule inferencing skills, fluid intelligence, or memory capacity. Still, only few studies have considered those variables jointly in controlled laboratory experiments. In the present study, a novel miniature language based on standard Italian (MiniItaliano) was used to investigate which subject-related and item-related variables contribute to the incidental learning of L3 grammar in controlled exposure conditions. The training took the form of a computerized game designed as an employee training at an Italian supermarket. After initial exposure to Italian nouns, adjectives and verbs, the participants responded to utterances in Minitaliano (e.g., customer orders) by choosing the right picture, after which they received feedback. Unbeknownst to them, the covert goal of the training was to incidentally learn the target syntactic structures in L3 (SVA, noun agreement, and word order). For noun agreement, the stimuli were balanced in terms of number, gender and congruence with L1 patterns. Moreover, up to 15% of the input was based on the rule that was alternative to the default morphological regularity coding gender agreement in MiniItaliano.The participants were 45 native speakers of Polish, with L2 English and no prior knowledge of any Romance language. Apart from the training, the experimental procedure included rule-awareness questionnaires and cognitive tasks of: (1) non-verbal intelligence (Raven's Advanced Progressive Matrices), (2) grammar inductive abilities (the Artificial Language task from the TUNJO battery [Rysiewicz, 2012]) and (3) working memory (the Polish Reading Span [Biedroń & Szczepaniak, 2012]). During the final session, the participants performed a surprise posttest, which included a written untimed Grammaticality Judgment Task (GJT) tapping into explicit knowledge of grammar, and a timed auditory GJT tapping into automatized explicit knowledge. The untimed GJT involved judgment attributions (i.e., whether each response stemmed from a linguistic rule or intuition). Mixed effects logistic regression models showed that variability in explicit knowledge of L3 grammar was primarily predicted by grammar inductive abilities, and, to a lesser degree, by fluid intelligence and working memory. Moreover, reliance on rules (rather than intuitions) was a strong predictor of accuracy in the GJT. Regarding item-related variables, morphological patterns of gender agreement were much easier to acquire in the case of plural noun phrases (NPs) than singular NPs. This might be attributed to the fact that the non-default rule implemented into MiniItaliano interfered more with the singular forms than with the plural forms. The relationships found for explicit knowledge were largely replicated for automatized explicit knowledge, but the effects were weaker, which reflects limitations of applying explicit rules caused by time constraints. Overall, the results suggest that developing knolwedge of L3 grammar in incidental learning conditions is primarily contingent on the ability to infer and apply metalinguistic rules, and can be hampered by unreliable input.

How Cognitive Load and Language Influence Homophone Priming Effects in Bilingual Preference-Formation
10:45AM - 12:45PM
Presented by :

Dieter Thoma, Senior Researcher, University Of Mannheim

Co-authors :

Felicia Heilmann, Student, Bitte Die Zutreffende Anrede Auswaehlen!

Homophone priming refers to the effect that words with an identical phonological form but unrelated meaning (homophones) can co-activate each other, so that a homophone automatically supports contextually irrelevant meaning. Consumer research has identified homophone priming as a promising subliminal persuasion strategy, for example with the word bye increasing the willingness to buy (Davis & Herr, 2014). Theoretically, the effect requires insufficient suppression of the irrelevant meaning (Gernsbacher, 1993), which has been found to occur under cognitive load and in children. This leads to interesting yet unexplored predictions for bilinguals. As L2 comprehension requires higher processing load but is also associated with greater cognitive control (Thoma & Baum, 2019), homophone priming could be stronger or weaker than in L1. Against this background, we investigated if homophone priming biases preference formation under cognitive load differentially in L1 and L2. We used a 2 (prime: control vs. homophone) x 2 (cognitive load: no load vs. load) x 2 (language: L1 German vs. L2 English) design, with prime and cognitive load condition as between-subjects factors and language as within-subjects variable. The online-survey study included 138 participants and 12 control/homophone pairs per language. In each trial, participants first read an advertisement. Its pictorial background equally biased comprehension towards (a) meaning of a non-ambiguous control word and (b) the contextually irrelevant meaning of a homophone word, e.g., a picture of a piggybank with the slogan "Leisure program {(a) deal / (b) sale}! All activities 50% off" (Figure 1). Next, participants rated their attitude towards the advertisement to increase attention. On the subsequent target-screen, they rated their preference towards one of two pictorial choice options, one representing the unsupported homophone meaning and the other the meaning of a distractor (Figure 1). The cognitive load groups had to remember a 5-letter string throughout and was tested on their memory after each trial. Phonological awareness was used as a co-variate. Participants' degree of bilingualism was assessed with several self-report measures. Data were analyzed with mixed effects regression models.Figure 1. Examples of stimuli from a trial in the English homophone condition.pdfThe results (see Figure 2) showed that the presence of homophones in advertising slogans biased participants' preference towards the contextually unsupported homophone meaning, yet only under cognitive load (straight line). Surprisingly, this interaction was almost identical in L1 and L2. We discuss presumably reciprocal effects of load and control in L2 processing which have methodologically and theoretically interesting implications.Figure 2. Co-variate adjusted interaction plots for preference.pdfReferencesDavis, D. F., & Herr, P. M. (2014). From bye to buy: Homophones as a phonological route to priming. Journal of Consumer Research, 40(6), 1063–1077. https://doi.org/10.1086/673960 Gernsbacher, M. A. (1993). Less skilled readers have less efficient suppression mechanisms.

Psychological Science, 4(5), 294–298. https://doi.org/10.1111/j.1467-9280.1993.tb00567.x Thoma, D., & Baum, A. (2019). Reduced language processing automaticity induces weaker emotions in bilinguals regardless of learning context. Emotion, 19(6), 1023–1034. https://doi.org/10.1037/emo0000502

Session 3H
Format : Individual paper

Speakers
Brittany Finch, PhD Student, Michigan State University

Marion Durbahn, PhD Student, KU Leuven

Denise Bergström, PhD Student, Luleå University Of Technology

Sydelle De Souza, MSc Student, University Of Edinburgh

A Conceptual Replication of Elgort (2011): Deliberate Second Language Vocabulary Acquisition
10:45AM - 12:45PM
Presented by :

Brittany Finch, PhD Student, Michigan State University

Co-authors :

Ayşen Tuzcu, PhD Student, Michigan State University

Elgort (2011) tested whether the deliberate, or intentional, learning of second language (L2) vocabulary items could lead to the acquisition of implicit as well as explicit knowledge. Using form, semantic, and masked priming tasks, Elgort found that deliberate learning could indeed lead to the acquisition of both implicit and explicit knowledge of L2 vocabulary items. In a replication of Elgort's 2011 study, Elgort and Piasecki (2014) found similar results employing bilingual (L1 and L2) flashcards. Although these studies provide insights into whether the form and meaning aspects of words can be acquired, they do not provide any information as to whether the knowledge that is developed through deliberate learning is available for online use in natural contexts (Elgort, 2019), such as sentence reading in self-paced reading (SPR). To date, no studies have examined the single-word processing of deliberately learned L2 vocabulary using SPR. Instead, previous studies have solely focused on the processing of deliberately-learned multi-(pseudo)word items and idioms using SPR (Obermeier, 2015; Obermeier & Elgort, 2021), reporting mixed findings of implicit vocabulary acquisition through deliberate learning. The present study addressed this gap between the two paradigms (online, contextualized/naturalistic processing versus online, decontextualized processing) and sheds light on the power of deliberate learning for explicit and implicit vocabulary acquisition. Twenty-five university students of advanced L2 proficiency from a range of L1 backgrounds participated in the present study. The materials were taken from Elgort and Piasecki (2014), which were adjusted from Elgort (2011). On the first day, the participants completed a learning session online to learn 48 English-like pseudowords from Elgort (2011) and Elgort and Piasecki (2014) as well as tests to determine their lexical processing automaticity and vocabulary size. The participants then completed a spaced-repetition study schedule using online flashcards to learn the pseudowords spanning over a week. On the eighth day, the participants completed several tasks to examine their implicit (form priming and semantic priming) and explicit knowledge (explicit knowledge test) of the learned pseudowords as well as the availability of this knowledge for online use in a natural context (SPR).The results of the present study provide evidence to the existing research by showing that deliberate learning of single-word L2 vocabulary items can lead to the development of complete lexical representations that are both implicit and explicit in nature and are available for real-world language use. The form priming and semantic priming tasks from Elgort (2011) and Elgort and Piasecki (2014) showed evidence of the explicit and implicit acquisition of pseudowords, replicating the findings of previous studies. By adding SPR as a measure of naturalistic language processing, stronger evidence of acquisition was found through online use of the acquired knowledge in a natural context. In doing so, the present study provides evidence that the deliberate learning of vocabulary items can lead to the acquisition of both explicit and implicit knowledge that can be used during online, natural language processing.

Lexical Coverage in L2 Viewing Comprehension: An extension of van Zeeland and Schmitt (2012)
10:45AM - 12:45PM
Presented by :

Marion Durbahn, PhD Student, KU Leuven

Co-authors :

Marijana Macis, Senior Lecturer In TESOL And Applied Linguistics, Manchester Metropolitan University

Michael Rodgers, Carleton University

Elke Peters, University Of Leuven

The present study aims to investigate the effects of the degree of lexical coverage on viewing comprehension. Numerous studies have indicated that 98% lexical coverage is needed for adequate reading comprehension (Hu & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010). For listening comprehension, the figures indicate that to understand informal spoken texts a lower lexical coverage is needed, viz., 90-95% (van Zeeland & Schmitt, 2012; Noreillie, et al., 2018). Regarding viewing, the study by Durbahn, et al. (2020) indicated that there is an almost medium-sized correlation between lexical coverage and viewing comprehension (rs (94) = .39). To date, no study has indicated the lexical coverage needed to understand audio-visual texts. Because imagery may provide semantic support to understand the meaning of unknown words from context (Peters, 2019), 95% coverage is thought to be the level at which learners may have adequate comprehension (Rodgers, 2018); however, this has not been empirically tested yet. The present research follows the methodology used by van Zeeland and Schmitt (2011), who, in turn, based their work on Hu and Nation's (2000) design. In the present study, a counterbalanced within-participants design was used, in which different levels of lexical coverage were created by using non-words to replace 5%, 10% or 20% of the words in the video. The result was four viewing clips with the following levels of lexical coverage: 100%, 95%, 90% and 80%. The audiovisual texts used were four 2-minute clips of the first season of the documentary Planet Earth (2006), which is the same documentary used in Rodgers (2018) and Peters (2019). Documentaries were chosen because they have been found to contain more correspondence between oral word presentation and imagery than narrative television genres, making these excerpts appropriate for the present research study. The clips were

combined considering the topic and the level of lexical coverage so that each version contained all the topics and all the lexical coverage levels (20 minutes approximately). Seventy-eight EFL university students (L1 = Spanish) viewed the four clips, after which they answered fourteen comprehension questions (seven literal and seven inferential questions). A Friedman test was run to determine whether there were differences in viewing comprehension scores throughout four different levels of lexical coverage, i.e., 100%, 95%, 90% and 80%. Pairwise comparisons were performed with a Bonferroni correction for multiple comparisons. Results indicated that viewing comprehension scores were statistically significantly different at the different points of lexical coverage, $\chi 2(3) = 28.309$, $p < .001$, which means that the degree of lexical coverage had an effect on viewing comprehension. Post hoc analyses revealed statistically significant differences in viewing comprehension scores from 100% (Mdn = 12) to 90% (Mdn = 11) ($p < .001$) and 80% (Mdn = 10.5) ($p < .001$) and from 95% (Mdn = 12) to 80% (Mdn = 10.5); all the other combinations were not significantly different. Implications for video-based pedagogy and future research will be interpreted in light of reading and listening research.

Recycled or just frequent? A corpus-based analysis of recycling in Swedish EFL materials
10:45AM - 12:45PM
Presented by :

Denise Bergström, PhD Student, Luleå University Of Technology

Co-authors :

Cathrine Norberg, Luleå University Of Technology
Marie Nordlund, Senior Lecturer, Acting Head Of Subject, Luleå University Of Technology

The importance of word frequency for vocabulary development is generally agreed on (e.g., Ellis, 2002; Webb, 2014): the more frequently learners encounter a lexical item, the more likely they are to acquire it. As a result, it has been argued that it is beneficial for language learning if vocabulary input is structured in a way that ensures repeated encounters with target vocabulary. In the foreign language classroom, where the input is limited, it can be difficult for the individual teacher to ensure that learners are encountering target words frequently enough (cf. Schmitt, 2019). Teaching materials can thus play a valuable role in the language classroom by being the source of structured vocabulary input, where target vocabulary is systematically recycled. Studies have evaluated teaching materials and their function as learning tools by investigating the amount of recycling in the books, using either the raw frequency of words or a type-token ratio. However, given that some words are inherently more frequent in the language, figures representing the extent of recycling may be misleading, as the recycled items may be words already known to the target students. This paper presents a corpus-based textbook analysis where recycling is investigated numerically and the nature of the recycled items is also considered, that is, how frequent the recycled items are in general discourse. The corpus encompasses the texts from five series of intermediate EFL materials used in Swedish secondary schools (years 7–9). Lemmas occurring ten or more times were considered frequently recycled and thus possible to learn from the exposure. As the target students are intermediate learners, particular attention was paid to the amount of recycled mid-frequency vocabulary (cf. Schmitt & Schmitt, 2014) in the materials.The results indicate that although a considerable proportion of the lexical input is recycled ten or more times in the materials, the vast majority of the recycled items are high-frequency words, which students are likely to already know. Considering the target students, this means that the recycling figures cannot be considered favorable for vocabulary development. A conclusion that can be drawn from these results is that investigations of the recurrence of words may have to be complemented with analyses of their frequency profile to understand the vocabulary learning opportunities in language learning materials.References:Ellis, N. C. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. Studies in Second Language Acquisition, 24(2), 143–188. https://doi.org/10.1017/S0272263102002024 Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. Language Teaching, 52(2), 261–274. https://doi.org/10.1017/S0261444819000053Schmitt, N., & Schmitt, D. (2014). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. Language Teaching, 47(4), 484–503. https://doi.org/10.1017/S0261444812000018Webb, S. (2014). Repetition in incidental vocabulary learning. In C. A. Chapelle (Ed.), The encyclopedia of applied linguistics (pp. 1–6). Wiley. https://doi.org/10.1002/9781405198431.wbeal1425

The Role of Proficiency, Semantic Transparency, and Congruency on L2 Collocational Processing
10:45AM - 12:45PM
Presented by :

Sydelle De Souza, MSc Student, University Of Edinburgh

Co-authors :

Hamish Chalmers, University Of Oxford, University Of Oxford

Mastering collocations is one of the most challenging aspects of vocabulary acquisition, especially for adult learners of a second language (L2). Research shows that frequency (exposure to L2 input), congruency (availability of a word-for-word translation in the L1), and semantic transparency (degree to which meaning can be inferred from the constituent words) are important factors that affect L2 collocational processing. Frequency is known to interact with both congruency and semantic transparency. However, congruency and semantic transparency have not been explored simultaneously. A recent study by Yamashita (2018) found that incongruent collocations (available only in the L2) also tend to be more semantically opaque than congruent collocations (available in the L1 and L2). Therefore, this study aims to investigate L2 collocational processing in proficient L2 English speakers (L1 Portuguese) by extending Gyllstad and Wolter (2016), who found that free combinations enjoy a processing advantage over congruent collocations, to explore the role of semantic transparency in conjunction with congruency. Specifically, it investigates whether free combinations (completely transparent items, e.g., drink water, 'beber água'), congruent collocations (kill time, 'matar tempo'), and incongruent collocations (e.g., kick habits; not available in Portuguese) differ in terms of processing by incorporating congruency into Howarth's Continuum Model (Howarth, 1998). A semantic acceptability judgement task was completed by 329 adults (122 Brazilian Portuguese, 108 European Portuguese, and 99 L1 English speakers). The reaction times and error rates were analyzed using Generalized Linear Mixed-effects Models.The results (see figures below) showed that the L2 speakers processed free combinations faster and more accurately than congruent and incongruent collocations, and congruent collocations faster and more accurately than incongruent collocations. The L1 English group showed no significant processing advantages for free combinations versus congruent collocations, nor for congruent collocations versus incongruent ones. However, surprisingly, a significant processing advantage was found, only in terms of speed, for free combinations versus incongruent collocations. The results lend support to Gyllstad and Wolter's (2016) findings that there may be psychological validity to Howarth's continuum (1998).Fig 1: RT Model.pdf   Fig 2: ER Model.pdfAdditionally, they seem to support Yamashita's findings that incongruent collocations may be inherently more opaque than congruent collocations. For congruency, this study lends support to the growing

body of evidence that L2 speakers incur processing costs for incongruent collocations. This highlights the critical role of the L1 in L2 collocational processing. Based on these findings, recommendations are made for incongruent collocations to be explicitly taught in the L2 classroom. Future research should test incongruent free combinations with incongruent collocations to further isolate these effects.Keywords: Collocations, Semantic Transparency, Congruency, L1 Portuguese, L2 English, Semantic Acceptability Judgement Task, Generalized Linear Mixed-effects ModelsSelected ReferencesGyllstad, H., & Wolter, B. (2016). Collocational Processing in Light of the Phraseological Continuum Model: Does Semantic Transparency Matter? Language Learning, 66(2), 296–323. https://doi.org/10.1111/lang.12143Howarth, P. (1998). Phraseology and second language proficiency. Applied Linguistics, 19(1), 24–44. https://doi.org/10.1093/applin/19.1.24Yamashita, J. (2018). Possibility of semantic involvement in the L1-L2 congruency effect in the processing of L2 collocations. Journal of Second Language Studies, 1(1), 60–78. https://doi.org/10.1075/jsls.17024.yam

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12:45PM - 01:45PM

Lunch

Cafeteria

01:45PM - 03:15PM

3113

Session 4A

Format : Individual paper

Speakers

Heike Mlakar, Lecturer, Hildesheim University

Lars Bokander, Senior Lecturer, Jönköping University

Karen Roehr-Brackin, Reader, University Of Essex

Predictors of spelling abilities in young second-language learners

01:45PM - 03:15PM

Presented by :

Heike Mlakar, Lecturer, Hildesheim University

Co-authors :

Joanna Hirst-Plein, Hildesheim University

Writing skills have gained in significance for young learners over the past decades with the real-life use of digital technologies and a more text-based society. Written communication, often considered a secondary skill, relies on correct spelling to encode inner speech and to convey intended meaning to the reader. As a central, lower-level component of the writing process, spelling requires precise recall and production of orthographic representation. Conversely, continued cognitive overload while spelling can have detrimental effects on the subsequent development of writing skills (Graham et al., 1997; Kellogg, 2008). This poses increasing challenges for young L2 learners in instructed settings where L2 spelling acquisition remains a neglected skill. In general, predictors for L2 literacy acquisition are executive functions, lexical access and phonological awareness; however, their role in spelling has been under-researched (Harrison et al., 2016; Czapka et al., 2019). Empirical findings on the effects of language-related and cognitive predictors of L2 spelling are scarce and findings for young learners' L2 spelling ability are mixed. The present study investigates the effects of cognitive and linguistic factors on young learners' L2 spelling acquisition. More specifically, our aim was to examine correlations between L2 spelling acquisition and learners' working memory, phonological short-term memory, phonological awareness, non-verbal intelligence, L2 lexical/grammar knowledge and L2 reading comprehension. Furthermore, we explored the question which cognitive and linguistic variables best predict young learners' L2 spelling skills. Participants (N=75) were grade 3 and grade 4 pupils at two primary schools in Lower Saxony, Germany. Learners completed six measures of cognitive and linguistic skills, one L2 reading comprehension test, and a real word and pseudoword spelling test to explore L2 spelling proficiency. Correlations and multiple regression analyses were conducted in order to identify major component skills and knowledge bases needed for L2 spelling acquisition. In our talk, we will discuss why certain variables might affect learners' L2 spelling skills and to what extent they might explain spelling variance. Based on our findings, we will also discuss recommendations regarding teaching practices that can assist in developing learners' L2 spelling ability.References: Czapka, S., Klassert, A., & Festman, J. (2019). Executive functions and language: Their differential influence on mono-vs. multilingual spelling in primary school. Frontiers in Psychology, 10, Article 97.Graham, S., Berninger, V. W., Abbott, R. D., Abbott, S. P., & Whitaker, D. (1997). Role of mechanics in composing of elementary school students: A new methodological approach. Journal of Educational Psychology, 89(1), 170-182.Harrison, G. L., Goegan, L. D., Jalbert, R., McManus, K., Sinclair, K., & Spurling, J. (2016). Predictors of spelling and writing skills in first- and second-language learners. Reading and Writing, 29(1), 69-89.Kellogg, R.T. (2008). Training writing skills: A cognitive developmental perspective. Journal of Writing Research, 1(1), 1-26.

Validity in Language Aptitude Research – the LLAMA and L2 learning outcomes

01:45PM - 03:15PM

Presented by :

Lars Bokander, Senior Lecturer, Jönköping University

Language learning aptitude is assumed to explain a relatively large amount of the variance in the acquisition rate and ultimate L2 level reached by adult second language learners. In SLA, the quality of studies on language aptitude crucially depends on the availability of valid research instruments. The most popular language aptitude test during the past decade has been the LLAMA test suite (Meara, 2005), which has figured in over 50 published studies from which conclusions have been made about phenomena related to language aptitude. A recent paper (Bokander & Bylund, 2020) found several problematic issues pertaining to the internal validity of the LLAMA, such as low reliability of test scores, but the authors did not address external validity, that is, the ability of an aptitude test to predict learning outcomes. No large-scale external validation study of the LLAMA has hitherto been undertaken, but an alternative way of evaluating the external validity of an aptitude test is to systematically examine its correlations with learning outcomes. This presentation reports from a systematic review of previously published correlations

between LLAMA and various L2 tasks (e.g., grammaticality judgements, pronunciation, or general L2 proficiency). The aim is to gauge the overall effectiveness of the LLAMA in producing significant correlations with L2 outcomes. Empirical original studies were obtained via popular scientific databases and were included in the review if they used the full LLAMA suite or a subset thereof, and if they reported correlation coefficients with L2 outcomes. L2 tasks were coded according to the linguistic features that were in focus into four categories: general L2 ability; grammar; vocabulary; and phonology/pronunciation. The correlation coefficients were dichotomously coded as statistically significant or non-significant, depending on how they had been reported in the original studies. In total, 36 studies fulfilled the inclusion criteria. From them, 460 correlations were obtained based on scores from 2286 participants. The systematic review reveals that only about 20% of the correlations between LLAMA tasks and L2 learning outcomes were reported as statistically significant, potentially allowing them to be interpreted as non-random and attributed with psychological meaning. However, the highest correlations were consistently found in small samples, in which sampling error may be large. Several studies, often those with larger sample sizes, reported near zero correlations with outcomes, and this in cases where positive associations between aptitude and L2 outcomes would be theoretically expected. The analysis thus suggests that some findings based on correlations with LLAMA scores may be unduly influenced by measurement error. A recommendation for future research is using the full LLAMA suite in large-sample correlational designs with a variety of L2 outcomes, in order to evaluate the external validity of the LLAMA. In conclusion, there is a need for caution when researchers base their findings on correlations with LLAMA because too little is yet known about its external validity. ReferencesBokander, L., & Bylund, E. (2020). Probing the internal validity of the LLAMA language aptitude tests. Language Learning, 70(1), 11–47.Meara, P. (2005). The LLAMA language aptitude tests. Lognostics.

Language learning aptitude in older adults
01:45PM - 03:15PM
Presented by :

Karen Roehr-Brackin, Reader, University Of Essex

Co-authors :

Vanessa Loaiza, University Of Essex

Renato Pavleković , PhD Student, University Of Essex

Recent developments in language learning aptitude research have generated renewed interest in the topic, especially with regard to the distinction between aptitude for explicit and implicit learning (Granena, 2020; Li & DeKeyser, 2021). While widely-used measures of aptitude capture primarily explicit aptitude in the sense of associative memory, phonetic coding and language-analytic ability, recent work has focused on the validation of measures of implicit aptitude, conceptualised as sensitivity to the recency, frequency and conditional probability of input stimuli. This work is complemented by ongoing revisions to the LLAMA aptitude test battery. To date, empirical studies of aptitude have relied primarily on data from young adults and/or adolescents (Li, 2015, 2016), with older adults still very much under-represented. This sits uneasily with rising interest in older adults' language learning (Cox, 2017, 2019; Kliesch & Pfenninger, 2021; Pfenninger & Polz, 2018), as researchers increasingly acknowledge the importance of understanding older learners' abilities and needs in the face of an ageing population and the potential benefits of cognitive activity, including language learning, for healthy ageing. In a first attempt to assess the suitability of existing aptitude measures for older adults and to establish the relationship between components of aptitude for explicit and implicit learning in such a population, 64 healthy volunteers aged 61-79 completed the LLAMA (Meara, 2005; Rogers et al., 2017) and a probabilistic serial reaction time task (SRT; Kaufman et al., 2010). Based on questionnaire data, we examined to what extent participants' occupational status, chronological age, level of multilingualism, emotional state, self-concept and leisure activities were associated with their performance on the aptitude measures. The LLAMA proved challenging for our sample, with all sub-test means well below 50%. The challenge of the SRT was even greater, since only 40 participants managed to complete the task, although this group did demonstrate a significant learning effect. In line with recent theorising, a factor analysis supported the hypothesised distinction between implicit aptitude as measured by LLAMA-D and SRT, and explicit aptitude as measured by the other LLAMA sub-tests. When chronological age was controlled for, retired participants achieved significantly lower scores on LLAMA-D and showed a trend towards less learning on the SRT compared with participants who were still working. Correlation analyses including age, level of multilingualism, emotional state and self-concept indicated an advantage for younger participants within the sample on sub-tests of explicit aptitude, higher LLAMA-D scores for participants with a positive view of their own memory and cognition, and better SRT performance by participants with more extensive prior language learning experience. We will discuss possible interpretations of these results with reference to existing aptitude research with younger samples as well as recent studies specifically concerned with additional language learning in older adults. We will consider the theoretical and practical implications of a possible shift that may occur in healthy ageing with regard to the relative weight and direction of influence of factors known to interact with linguistic ability, knowledge and learning.

01:45PM - 03:15PM

3115

Session 4B
Format : Individual paper

Speakers

Heather Hilton, Full Professor, Université Lumière Lyon 2

Matthew Pattemore, Pre-doctoral Researcher, University Of Barcelona

Joe Kakitani, PhD Student, Lancaster University

Using an imitation task (and PHON software) to study L2 phonological acquisition by young French learners of English
01:45PM - 03:15PM
Presented by :

Heather Hilton, Full Professor, Université Lumière Lyon 2

Co-authors :

Heather Dyche, PhD Student, Université Lumière Lyon 2

Adrien Ferreira De Souza, PhD Student And Primary School Inspector, Université Lumière Lyon 2 - Haute Ecole Pédagogique Du Canton De Vaud

Every human language has its own phonological system, and acquisition of this system underlies language development (Christophe et al. 1997). Although phonological acquisition is now a dynamic branch of second language acquisition research, classroom studies on foreign-language (L2) phonology tend to focus on the effects of phonological awareness activities at intermediate levels of competence, with adult or teenage learners. This paper will report on phonological data from 253 children (ages 6 to 10) at early stages of L2 English learning, in various French primary-school settings. The data was obtained through elicited imitation tasks, and transcribed and analyzed with the PHON software package (Hedlund & Rose 2020). Elicited imitation is frequently used as a measure of general language proficiency (Tracy-Ventura et al. 2014), but when it is transcribed with a tool such as PHON, imitation data becomes a powerful means of investigating emergent foreign-language pronunciation. In addition to imitation data, we also collected information on variables that may play a role in instructed phonological acquisition: classroom methodology and the teacher's phonological competence, as well as each learner's attention span, phonological memory, linguistic profile and motivation for English. Our research questions concern the complex relationships between emerging phonological skill (phoneme production and prosody), and these external and internal variables.The imitation data comes from three different studies, each initially focused on slightly different classroom factors: study 1 (67 learners, ages 6 and 8) targets the effects of visual speech (facial movements related to articulation) on the phonological features of a set of newly-learned English words; study 2 (54 learners, also 6 and 8) looks longitudinally at the effects of the teacher's phonological competence on phonemic and prosodic learning in two beginning-English classrooms; and study 3 (132 learners, ages 8 to 10) compares phonological acquisition in non-immersive and immersive classrooms. Automatic analysis of this large data set in PHON enables us to confirm the significant effect of a teacher's phonological competence on the production of English vowels and lexical stress. More detailed analyses of the realization of the English consonants /ɹ/, /h/ and /θ/ð/, and of voice onset time in the articulation of initial stop consonants reveal complex interactions of individual and institutional variables in children's L2 phoneme production, which will be briefly summarized. We will conclude our talk by drawing some conclusions for pronunciation learning at early and later primary school levels.Christophe, A., Guasti, T., Nespor, M., Dupoux, E., & Van Ooyen, B. (1997). Reflections on Phonological Bootstrapping: Its role for lexical and syntactic acquisition. Language and Cognitive Processes, 12(5/6), 585-612.Hedlund, G., & Rose, Y. (2020). PHON 3.1 Computer Software. https://phon.ca.Tracy-Ventura, N., McManus, K., Norris, J. M., & Ortega, L. (2014). 'Repeat as much as you can': Elicited Imitation as a measure of oral proficiency in L2 French. In P. Leclercq, A. Edmonds & H. Hilton (Eds.), Measuring L2 Proficiency: Perspectives from SLA. Bristol: Multilingual Matters, 143-166.

Tackling linguistic difficulty through serious games
01:45PM - 03:15PM
Presented by :

Matthew Pattemore, Pre-doctoral Researcher, University Of Barcelona

Co-authors :

Roger Gilabert, Lecturer And Researchers, University Of Barcelona

The difficulty and complexity of language features for second language learners has attracted considerable theoretical and empirical research attention in recent years (Palotti, 2014; Housen & Simoens, 2016; Bulté & Housen, 2018). Understanding the relative difficulty of language features is important to determine whether simple or difficult features should be the focus of instruction, and whether particular instructional approaches are more effective for simple or difficult features. While there are several methods used to identify the complexity of language features, until now some of the best indicators of feature difficulty are the judgments of experts (e.g. teachers) and perceptions of students (Housen, 2014). With the rise of digital learning methods, such as digital game-based language learning tools, vast amounts of data are being generated by learners as they attempt to learn second and foreign languages. These data can be analysed statistically to determine more objectively which language features are difficult for learners to grasp.In this study we aim at measuring feature difficulty objectively with data coming from a set of 16 minigames from the Horizon 2020 iRead project, aimed at developing primary school children's reading skills in their first language (5-6 years old) or in English as a Foreign Language (11-12 years old). Data were obtained from 744 Spanish EFL students playing 67,623 minigames using 225 language features across six categories (orthography, phonology, word recognition, morphology, syntax, and morphosyntax). The system automatically logs each game and feature a student plays, as well as their level of success. From this multitude of game logs, the lme4 R package was used to undertake an Item Response Theory based analysis (Kadengye et al., 2014, Debeer et al., 2021) separating student ability level, minigame difficulty, and language feature difficulty. This provides us with an objectively generated list of relative language feature difficulties for this population. Preliminary analysis suggests, for example, that on one end of the scale are adjectives, question words, and phonology of lower frequency consonants (e.g. q, x, j), while on the more difficult end are features such as anaphora, syllabification, and prefixes/suffixes.Discussion will address the extent to which this bottom-up approach holds promise in our understanding of the difficulty of linguistic features, particularly as more and more data sets like this are generated and explored by SLA researchers. References:Bulté, B. & Housen, A. (2018). Syntactic complexity in L2 writing: Individual pathways and emerging group trends. InJAL, 28(1), 147-164.Debeer, D., et al. (2021). The effect of adaptivity in digital learning technologies. Modelling learning efficiency using data from an educational game. BJET.Housen, A. (2014). Difficulty and complexity of language features and second language instruction. The encyclopedia of applied linguistics.Housen, A., & Simoens, H. (2016). Introduction: Cognitive perspectives on difficulty and complexity in L2 acquisition. SSLA, 38, 163–175.Kadengye, D., et al. (2014). A generalized longitudinal mixture IRT model for measuring differential growth in learning environments. Behavior research methods, 46(3), 823-840.Palotti, G. (2014). A simple view of linguistic complexity. Second Language Research, 31(1), 117–134.

Distributed practice effects on L2 oral fluency development
01:45PM - 03:15PM
Presented by :

Joe Kakitani, PhD Student, Lancaster University

Co-authors :

Judit Kormos, Lancaster University

There has been a surge of interest in L2 research investigating how practice schedule can influence various aspects of L2 learning such as grammar, vocabulary, and pronunciation (e.g., Kasprowicz, Marsden, & Septhon, 2019; Rogers & Cheung, 2020; Li & DeKeyser, 2019). Recent L2 distributed practice research has focused on oral fluency development-a dimension of L2 performance which hinges highly on L2 procedural knowledge (Kormos, 2006). Manipulating the timing of task repetitions has shown to affect the fluency of the repeated performance (Bui, Ahmadian, & Hunter, 2019), and the effects of practice schedule have been found to

transfer to a performance on a novel task (Suzuki & Hanzawa, 2021). Research in cognitive psychology suggests that an ideal distribution of repeated practice rests on the ratio of the interval between practice sessions (i.e., the intersession interval; ISI) and the time gap between the final practice session and the time of testing (i.e., the retention interval; RI). However, no research to date has examined the effects of distributed practice on L2 oral fluency development by systematically manipulating the ISI–RI ratio. An investigation of specified ISI-RI ratios is necessary to gain a better understanding of distributed practice effects on L2 fluency development, and how the research findings from cognitive psychology can be applied to a rather complex skill of L2 speaking. The current study, thus, aimed to fill the research gap by examining the effects of distributed practice using the ISI–RI ratios of 10–30%, an optimal range suggested by cognitive psychology research (Rohrer & Pashler, 2007). To this end, 116 Japanese university students participated in an online experimental study. The participants were randomly assigned to one of four groups, which consisted of two experimental groups (a short-spaced group [1-day ISI] and a long-spaced group [7-day ISI]) and two control groups. The experimental groups engaged in four narrative-task practice sessions which were identical in terms of content and procedure, with the only difference lying in the distribution of the practice sessions (1 day vs. 7 days apart). The control groups, by contrast, only took the three tests (pretest, posttest, delayed posttest) which followed the same schedule as each corresponding experimental group. A total of 348 speech datasets were analyzed in terms of speed fluency (e.g., articulation rate), breakdown fluency (e.g., frequency and duration of mid-clause and clause-final pauses), and repair fluency (e.g., repetition). Linear mixed-effects modeling showed the advantage of short-spaced practice on the first posttest conducted one week after the final practice session in terms of the mean duration of mid-clause pauses, but this effect ceased to be observed on the delayed posttest (conducted three weeks later). On the other hand, the long-spaced group showed consistent improvement on the mean duration of mid-clause pauses throughout the experiment, demonstrating greater retention of enhanced fluency performance. The present findings contribute to the existing body of L2 research by yielding insights on how distributed practice may benefit the long-term development of L2 oral fluency.

01:45PM - 03:15PM

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Session 4C
Format : Individual paper

Speakers
Wanyin Li, Phd Student, University Of Birmingham
Shatha Alaskar, PhD Student, The University Of Reading
Freya Gastmann, PhD Student, TU Dortmund University, Germany

Which factor plays a bigger role in processing Multi-Word Sequences in L1 and L2 speakers: frequency, fixedness or semantic transparency?
01:45PM - 03:15PM
Presented by :
Wanyin Li, Phd Student, University Of Birmingham

Co-authors :
Steven Frisson, University Of Birmingham, University Of Birmingham

Recent studies show that L1 speakers have processing advantages in Multi-Word Sequences (MWS), such as collocations and idioms, over novel phrases because of MWS higher phrasal frequency and familiarity (Siyanova-Chanturia et al., 2011; Sonbul, 2015; Tremblay et al., 2011). Compared with L1 speakers, mixed results are found in L2 speakers and proficiency tends to be the main predictor in whether MWSs processing facilitation exists. Previous studies adopted frequency and corpus-based approaches to extracting MWSs (Nesselhauf, 2004). They also explain the processing advantages by usage-based approaches to language acquisition, however, little attention has been paid to the semantic qualities and the degree of fixedness of MWSs. There is only one study looking at semantics (Gyllstad & Wolter, 2016) and they found both L1 and L2 speakers judged collocations more slowly than free combinations.Following Howarth's Continuum Model (Howarth, 1998), the present study categorised MWSs based on the degree of fixedness and semantic transparency. We compared L1 and L2 speakers' processing of three types of MWSs: free combinations (e.g., affect one's mind), fixed collocations (e.g., enter one's mind), and idioms (e.g., blow one's mind). Other features of MWSs (e.g., mutual information scores, and frequency) were added into the analysis. 60 native English speakers and 73 native Chinese speakers of L2 English participated in an online self-paced reading experiment with a stop-making-sense judgment task. Linear mixed models revealed L1 speakers read collocations and idioms faster than free combinations, whereas proficiency was correlated with MWSs reading for L2 speakers. Compared with free combinations, proficiency affected idioms reading more. The higher the proficiency level was, the much faster idioms were read. Contrary to predictions, there were no effects of phrasal frequency or mutual information scores. The main finding contradicts previous research which showed slower rather than faster processing of collocations, arguably due to the extra processing cost from semantic opaqueness (Gyllstad & Wolter, 2016). Our results indicate the processing advantage for MWS is driven by the degree of fixedness in L1 speakers, whereas the fixedness effect is correlated with L2 proficiency for L2 speakers.Reference:Gyllstad, H., & Wolter, B. (2016). Collocational processing in light of the phraseological continuum model: Does semantic transparency matter?. Language Learning, 66(2), 296-323.Howarth, P. (1998). Phraseology and second language proficiency. Applied Linguistics, 19(1), 24–44. https://doi.org/10.1093/applin/19.1.24Nesselhauf, N. (2004). Learner corpora and their potential for language teaching. How to use corpora in language teaching, 12, 125-156.Siyanova-Chanturia, A., Conklin, K., & Schmitt, N. (2011). Adding more fuel to the fire: An eye-tracking study of idiom processing by native and non-native speakers. Second Language Research, 27(2), 251–272. https://doi.org/10.1177/0267658310382068Sonbul, S. (2015). Fatal mistake, awful mistake, or extreme mistake? Frequency effects on off-line/on-line collocational processing. Bilingualism: Language and Cognition, 18(3), 419–437.Tremblay, A., Derwing, B., Libben, G., & Westbury, C. (2011). Processing Advantages of Lexical Bundles: Evidence From Self-Paced Reading and Sentence Recall Tasks. Language Learning, 61(2), 569–613. https://doi.org/10.1111/j.1467-9922.2010.00622.x

Processing of Reflexives and Agreement in Non-Native Sentence Comprehension
01:45PM - 03:15PM

Presented by :

Shatha Alaskar, PhD Student, The University Of Reading

Co-authors :

Ian Cunnings, School Of Psychology And Clinical Language Sciences, University Of Reading

The nature of the parsing mechanism employed by native (L1) and non-native (L2) speakers during sentence comprehension has been debated. Some view L1/L2 processing differences as a reflection of qualitative differences in grammar [1], and others attribute them to other factors irrelevant to grammar [2,3,4]. Recently, the similarity between constituents in a sentence (a phenomenon known as similarity-based interference) has been proposed as a potential factor that may influence L2 processing more than L1 processing [4]. Two dependencies; subject-verb agreement and reflexive-antecedent dependencies, were examined to investigate interference effects. Given that L2 research on processing dependencies revealed mixed findings and we are unaware of any L2 study that compared two dependencies in the same L2 group, the current study would increase the generalizability of findings besides testing interference effects. According to similarity-based interference, (1c) in agreement is unacceptable since "were" does not agree with its target subject "the nurse", but readers may occasionally treat it as acceptable because the intervening distractor "patients" is plural and shares the same number feature with the verb, which may result in interference manifested as reduced reading time in (1c) relative to (1d). Similar issues may arise with reflexives.176 L1 English speakers and 176 Arabic L2 English speakers completed a word-by-word self-paced reading (SPR) experiment. 24 items were included like those in (1) and (2) for each dependency type, with grammaticality(grammatical/ungrammatical) and interference (distractor match/mismatch) as factors. Participants later completed a grammaticality judgement (GJ) task which consisted of 24 sentences per dependency. Grammaticality(grammatical/ungrammatical) and distractor's presence (distractor/no distractor) were manipulated as in (3) and (4).In SPR, mixed effects modelling revealed a significant grammaticality by group interaction in both dependencies, with larger grammaticality effects for L2 speakers in reflexives but for L1 speakers in agreement. There was also a main effect of distractor in reflexives, with shorter reading times in conditions with matching distractors. More importantly, we did not find any significant interaction with distractor in both dependencies. For the GJ task, a three-way significant interaction between group, grammaticality and distractor was observed in reflexives, with larger distractor effects for L1 speakers in (un)grammatical conditions but only in grammatical conditions for L2 speakers, indicating less accuracy in conditions with distractors. In agreement, only L1 speakers were influenced by distractors, and distractors effects were evident in grammatical conditions.The results showed that both groups applied a similar parsing mechanism during online processing, but L2 group demonstrated less grammaticality effects in agreement relative to reflexives. Contrary to expectations, no evidence of interference effects for both groups was detected during real-time processing of both dependencies. It is difficult, however, to explain why L1 speakers were consistently affected by distractors in the (GJ), but it might be just due to the presence of another noun making the sentence longer which could potentially affect their accuracy. As we did not manipulate the gender/number of the distractor, we cannot claim that it is a result of similarity-based interference. The findings in general suggest that L2 speakers may find some dependencies relatively easier to be processed than others.References[1] Clahsen & Felser (2006); [2] Hopp (2014); [3] McDonald (2006); [4] Cunnings (2017).

Processing of relative clauses in L2 learners: No influence of cognate status, but evidence of revision effects
01:45PM - 03:15PM

Presented by :

Freya Gastmann, PhD Student, TU Dortmund University, Germany

Co-authors :

Greg Poarch, Assistant Professor, University Of Groningen

Sarah Schimke, TU Dortmund University

The acquisition and processing of English object-relative clauses has been found to be challenging for both native and non-native speakers of English, with object-relative clauses (ORCs) being processed less accurately and slower than subject-relative clauses (SRCs) (Hopp, 2016; Lim & Christianson, 2013; Street, 2017). For L1 German speakers, one contributing factor to this difficulty could be that the L1 German parse of ORCs is ambiguous between an object and a subject-reading. Thus, L2 learners will have to use their L2 syntactical knowledge to parse correctly. Furthermore, plausibility also affects sentence processing in that sentences with a syntactic structure that is inconsistent with our world knowledge are more likely to be misinterpreted (Ferreira & Patson, 2007; Lim & Christianson, 2013). Finally, processing grammatical structures such as relative clauses may also be modulated by lexical effects both within and across languages (Hopp, 2016). Such lexical effects could be induced by, for example, cognate words (i.e., form-similar words across languages that share the same meaning) that are known to induce cross-linguistic activation in L2 sentence comprehension (Hopp, 2017).The current project explores the processing of plausible and implausible SRCs and ORCs in German L2 learners of English (mean age=22.5; SD=1.9) and investigates whether potential lexical co-activation of the L1 through cognates modulates L2 sentence comprehension. In a self-paced reading experiment, 50 advanced learners of English read plausible and implausible English SRCs and ORCs and judged their plausibility. The critical relative clause contained either German-English cognate NPs and verbs, or noncognate control words.Accuracy analyses yielded an interaction between sentence type and plausibility, revealing a processing disadvantage for plausible ORCs. Analyses of reading times (RTs) of the critical phrase replicated overall faster processing of SRCs than ORCs as well as faster processing of plausible compared to implausible sentences. RTs for the post-critical phrase showed the same pattern as that for the accuracy data in replicating the interaction between sentence type and plausibility with a delay in processing for plausible ORCs. However, there were no effects of cognate status for either accuracy or reading time data. We will discuss possible reasons for the absence of cognate effects and suggest that judging plausible ORCs is difficult as it requires the revision of an initial negative judgment.Ferreira, F., & Patson, N.D. (2007). The 'good enough' approach to language comprehension. Language and Linguistics Compass, 1, 71–83. https://doi.org/10.1111/j.1749-818X.2007.00007.xHopp, H. (2016). The timing of lexical and syntactic processes in second language sentence comprehension. Applied Psycholinguistics, 37(5), 1253–1280. https://doi.org/10.1017/S0142716415000569Hopp, H. (2017). Cross-linguistic lexical and syntactic co-activation in L2 sentence processing. Linguistic Approaches to Bilingualism, 7(1), 96–130. https://doi.org/10.1075/lab.14027.hopLim, J.H., & Christianson, K. (2013). Second language sentence processing in reading for comprehension and translation. Bilingualism: Language and Cognition, 16(3), 518–537. https://doi.org/10.1017/S1366728912000351Street, J.A. (2017). This is the native speaker that the non-native speaker outperformed: Individual, education-related differences in the processing and interpretation of Object Relative Clauses by native and non-native speakers of English. Language Sciences, 59, 192–203. https://doi.org/10.1016/j.langsci.2016.10.004

Session 4D
Format : Individual paper

Speakers

Jacee Cho, Professor, University Of Wisconsin-Madison

Pilar Safont, Full Professor, Universitat Jaume I (Castelló -Spain)

Bingjun Zhang, PhD Candidate, University Of Birmingham

L2 acquisition of English referring expressions at the semantics-pragmatics interface by L1-Chinese and L1-Spanish speakers
01:45PM - 03:15PM
Presented by :

Jacee Cho, Professor, University Of Wisconsin-Madison

Referring expressions can be arranged on a Quantity-based scale in terms of certain semantic properties such as uniqueness, encoded by determiners which give rise to conversational/scalar implicatures (SI) (Hawkins,1991). This study examines L2 acquisition of SI associated with referring expressions for a group of individuals, bare and definite plurals (e.g., Americans/ the Americans). Definite plurals, relative to bare plurals, carry an implied meaning that the speaker is emphasizing their nonmember of the relevant group. Following the (neo)-Gricean theory of alternatives and the notion of markedness (Levinson,2000; Katzir,2007), using marked definite plurals instead of unmarked bare plurals implicates that the speaker is not a member of the relevant group. This makes the definite plural pragmatically infelicitous in (2a) in Table1 because the context does not support the speaker's non-membership of the group (see Acton's (2019) corpus study on this phenomenon). While SI computation mechanisms are arguably universal, SI can present difficulty for L2 speakers if their L1 and L2 implicational scales for referring expressions do not fully overlap. Chinese lacks definite plurals and Spanish definite plurals are placed between English bare and definite plurals on the implicational scale. Method: The current experiment was created in a 2x2 factorial design by manipulating Speaker membership (inclusive vs. exclusive) and NP type (definite plural vs. bare plural). A contextualized sentence judgment task (32 experimental stimuli/tokens + 40 fillers) was used to collect data from native English (n=40), advanced-level L2-English speakers of L1-Chinese (n=24) and L1-Spanish (n=14). Participants were asked to judge whether the target sentence is a natural way to complete the last sentence in the passage (1="unnatural" and 7="natural").Results and Conclusion: A linear mixed-effects regression analysis was conducted on z-transformed scores with Speaker membership (inclusive vs. exclusive) and NP type (bare vs. definite) as fixed factors. Results indicated that native speakers rated the unmarked bare plurals higher than the marked definite plurals regardless of speaker membership (t=11.35, p < .0001). More importantly, definite plurals lower in in the speaker-inclusive context as in (2a) than in the speaker-exclusive context, as in (2b) (t=2.7, p=.03). As for L2 speakers, there were no observed main or interaction effects (all /t/ < 1.5, p >.05). There was no significant difference between the Chinese and Spanish groups. These findings indicate that L2 speakers know that both bare and definite plurals can be used to refer to a group of individuals. However, regardless of whether their L1 has articles, L2 speakers do not appear to compute SI for definite plurals in contexts where bare plurals are pragmatically acceptable. These findings indicate that, SI can be challenging if L1 and L2 implicational scales do not fully overlap.ReferencesActon, E. (2019). Pragmatics and the social life of the English definite article. Language, 95(1), 37-65.Hawkins, J.A. (1991). On (in)definite articles: implicatures and (un) grammaticality prediction. Journal of Linguistics, 27(2), 405–442.Katzir, R. (2007). Structurally-defined alternatives. Linguistics and Philosophy, 30, 669–690Levinson, S. (2000). Presumptive meanings: The theory of generalized conversational implicature. MIT Press.

Are multilingual learners' email requests status-congruent in all their languages? Examining the pragmatic production of third language learners.
01:45PM - 03:15PM
Presented by :

Pilar Safont, Full Professor, Universitat Jaume I (Castelló -Spain)

The present study focuses on the pragmatic production of language learners as far as email communication is concerned. Existing studies have either contrasted learners' performance to that of native speakers (Alcón, 2015; Lorenzo-Dus and Bou-Franch, 2013) or they have examined students' messages in their L2 (Félix-Brasdefer, 2012; Economidou-Kogetsidis, 2018). Results from these analyses show status incongruent behavior involving a variety of forms of address, a preference for direct forms such as imperatives, blunt questions and unmodified request strategies across languages irrespective of their politeness orientation. Nevertheless, none of the aforementioned studies has adopted a multilingual perspective in their analyses, and more research is needed that examines multilingual learners' by tackling all their languages.Recent contrastive analyses involving students' L1 and L2 emails (Schauer, 2021) point to the importance of examining individual students' emails. In an attempt to contribute to this line of research and confirm previous results, we have examined 90 undergraduate students' email messages written in their L1, L2 and L3 to 2 professors. The pragmatic formulas examined were address forms and requests produced in Catalan, Spanish or English. Our main goal was to confirm whether students' email requests would devoid politeness markers and whether they would show a lack of netetiquette (Biesenbach-Lucas, 2007; Yus, 2011, 2016). We were also interested in identifying the extent to which the impositive nature of the request would influence the pragmatic forms chosen and whether these would be in line with the politeness orientation of the language involved. Results are in line with previous studies as far as netiquette patterns are concerned and they add interesting information on the way multilingualism is displayed in email interaction. In a nutshell, our findings confirm previous research from an IL pragmatics perspective while they also point out the peculiarities of multilingual pragmatics. Alcón, E. (2015) Instruction and pragmatic change during study abroad email communication. Innovation in Language Learning and Teaching, 9: 34-45.Biesenbach-Lucas, S. (2007) Students writing emails to faculty: An examination of e-politeness among native and non-native speakers of English. Language, Learning and Technology, 11, 59-81Economidou-Kogetsidis, M. (2018) "Mr Paul, please inform me accordingly" Address forms, directness and degree of imposition in L2 emails. Pragmatics, 28: 469-816.Félix-Brasdefer, C. (2012) Email openings and closings. Pragmalinguistic and gender variation in learner-instructor cyber-consultation. In E. Alcón-Soler and P. Safont (eds.) Discourse and language learning across L2 instructional contexts (pp.223-248). Leiden: Brill.Lorenzo-Dus, N. and Bou-Franch, P. (2013) A cross-cultural investigation of email communication in Peninsular Spanish and British English. The role of (in) formality and (in)directness. Pragmatics and Society, 4: 1-25.Schauer, G. (2021) Email communication in English and German. In Economidou-Kogetsidis, M. (Ed.) Email Pragmatics and Second Language Learners

(pp.179-202). Amsterdam: John Benjamins.Yus, F. (2011) Cyberpragmatics. Internet-mediated communication in Context. Amsterdam: John BenjaminsYus, F. (2016) Towards a cyberpragmatics of mobile instant messaging. In Romero-Trillo (Ed.) Yearbook of corpus linguistics and pragmatics (pp. 7-26). Basel: Springer.

'I didn't quite get that' – Exploring the interlocutor's impact on the communication strategy use of Chinese learners of English
01:45PM - 03:15PM
Presented by :

Bingjun Zhang, PhD Candidate, University Of Birmingham

Communication strategies (CSs) have been widely used in second language learners' conversation when they encounter communicative difficulties due to their deficient linguistic competence. The factors that may affect learners' use of CSs include proficiency level in the target language, influence of the native language, personality and interlocutor's role. This study focuses on the impact the interlocutor can exert on Chinese English learners' CSs use in English immersion classroom settings during their overseas study. Participants were randomly assigned to one of 15 simulated classroom discussion triads, with two Chinese participants and one non-Chinese participant in each. The transcripts of the participants' conversations were analysed based on the CSs taxonomy created by Dornyei and Scott (1997). Nakatani's Oral Communication Strategy Inventory (OCSI) questionnaire also provided a self-report of the participants' CSs application during their discussions (Nakatani, 2006).Findings in learners' discussions revealed that strategy types such as self-repetition, verbal strategy marker, use of all-purpose words, and approximation were more frequently used in a non-Chinese interlocutor (NCI) group than in its Chinese counterpart (CI). In other words, the NCI condition can stimulate more strategies use related to learners' own performance problems and resource deficits. These findings, however, were only partially consistent with their self-report in the OCSI questionnaire, the t-test results of which resulted in significant differences in message abandonment strategy, fluency-maintaining strategy, scanning strategy and word-oriented strategy. In the NCI group, learners appeared to be more reliant on reduction strategies to avoid further interactions and more inclined to focus on only a specific part of a speaker's utterance when they cannot completely comprehend the message.The distinctions between the two types of interlocutors were examined to explore learners' strategy use stimulated by non-Chinese interlocutors. These emerging strategies in the context of study abroad are not available in the domestic English teaching system in China and therefore the findings of this study can be particularly emphasised in the CSs training for the improvement of Chinese English learners' communicative competence. ReferencesDörnyei, Z., & Scott, M. L. (1997). Communication Strategies in a Second Language: Definitions and Taxonomies. Language Learning, 47(1), 173–210. https://doi.org/10.1111/0023-8333.51997005Nakatani, Y. (2006). Developing an Oral Communication Strategy Inventory. Modern Language Journal, 90(2), 151–168.

01:45PM - 03:15PM

Session 4E
Format : Individual paper

3119

Speakers
Maria Stopfner, Senior Researcher / Senior Lecturer, Eurac Research Bolzano / University Of Innsbruck
Nataliia Vesnina, PhD Student, Aarhus University
Anna Krulatz, Professor, Norwegian University Of Science And Technology (NTNU)

New plurilingual speakers in old multilingual contexts – A longitudinal study on the development of plurilingual competences in lower secondary schools in South Tyrol
01:45PM - 03:15PM
Presented by :

Maria Stopfner, Senior Researcher / Senior Lecturer, Eurac Research Bolzano / University Of Innsbruck

Situated at the gateway of one of the most important trading routes across the Alps, the Autonomous Province of South Tyrol (Italy) has always been a multicultural and multilingual region. Today, multilingualism in South Tyrol neither only refers to the three officially recognised languages, i.e. German, Italian and Ladin, nor is it limited to formally taught foreign languages such as English and French, but also comprises the languages of origin of those who have (more or less) recently settled in the region. In order to investigate how children acquire, use and maintain their linguistic repertoire in a multilingual setting such as South Tyrol, a longitudinal study within the project "One School, Many Languages" accompanied 154 students from eight middle schools over a period of three years (2015-2018), from their first (year 6) to their final year of middle school (year 8). A particular focus was on pupils who do not speak any of the languages of instruction or school in their families and thus face special challenges on their educational path.Within these three years, a broad range of quantitative as well as qualitative data was collected based on a variety of instruments within different communicative settings (a.o. Council of Europe 2001, 2012, 2018; Grotjahn 2014; Grießhaber 2006, 2012; Gogolin et al. 2011): 1) written and oral language assessment via C-tests and profile analysis to document language development in the languages of schooling; 2) ethnographic and systematic observation in and outside of the classroom to capture everyday interactions; 3) qualitative interviews with teachers and 4) quantitative background questionnaires for students in order to uncover extra-linguistic factors. However, in order to describe the development of purilingual competence, one first needs to be clear as to how and to which extent the child has already acquired the languages of schooling. These linguistic prerequisites are traditionally accounted for in categorizing the child's languages as first, second or third language(s). However, the results of the study indicate that categorizing middle-school children in South Tyrol as mono-, bi- or plurilingual might be an overgeneralization of a much more diverse reality. What is more, the interpretation of results based on the categorisation of children along their first, second and third languages reinforces dominant narratives in view of allochthonous and autochthonous language communities which systematically disadvantages students with other first languages. In my presentation, I will adopt a different approach to the categorisation of young language learners based on the individual learning growth that students make over the course of their school careers by comparing the test results of the first year with those of the third year. In doing so, the results of the study are able to contradict (stereo)typical misconceptions of new language speakers and show that in the context of the present study, other factors must be taken into account for students' learning success.

Exploring the Use of Oral Communication Strategies by Speakers of French as a Foreign Language
01:45PM - 03:15PM

Presented by :

Nataliia Vesnina, PhD Student, Aarhus University

The study investigates the use of oral communication strategies (OCSs) as a factor mediating L2 speaking proficiency.Eleven learners of French speaking Swedish as a first language were asked to watch six short cartoons and present their contents in as much detail as possible. All participants were at a Pre-Intermediate or Intermediate level and have completed a Placement test prior to performing the task. The resulting set of narratives has been analyzed with a specific aim of identifying the word searching situations (excerpts illustrating how participants tackle problems caused by lexical deficiencies) and the strategies used. Additionally, each set of narratives has been evaluated in terms of its informational density (the completeness of narrative and the number of details conveyed in a comprehensible manner). The analyses performed (both quantitative and qualitative) aimed at establishing which factors contribute to communicative success.The specific rhetoric and discourse building devices that have been identified as communication strategies are based on the taxonomy from Nakatani (2006), however, other frameworks (e.g. Dörnyei and Körmos 1998) are also discussed. One important modification that I made with regards to Nakatani (2006) framework is that I am using the term Message Modification instead of Message Alteration since the data clearly shows that modifying the message does not necessarily mean reducing its "quality". In fact, one of the key findings that I would like to convey is that the learners can be incredibly creative and tap into a wealth of resources (both linguistic and non linguistic) in order to achieve communicative efficiency. Furthermore, taken on a case by case basis, the data shows a variety of individual styles adopted by learners to tackle lexical problems.In line with some previous studies (Bialystok & Fröhlich, 1980; Fernández Dobao, 2001; Safont Jordá, 2001) it seems to be the case that more proficient learners are also using OCSs more frequently and at a higher level of efficiency. In fact, the use of OCSs that are especially instrumental (such as various types of reformulation) seems to be a far better predictor of communicative efficiency than vocabulary tests scores. It follows that acquiring a foreign language entails becoming a proficient user of OCSs and an important pedagogical implication is that explicit training in using such strategies can be highly beneficial, especially at Intermediate levels.References:Bialystok, E. & Fröhlich. M. (1980). Oral communication strategies for lexical difficulties. Interlanguage Studies Bulletin, 5, 3-30. Dörnyei, Z. & Kormos, J. (1998). Problem-solving mechanisms in L2 communication. Studies in Second Language Acquisition, 20(3), 349-385.Fernández Dobao, A. M. (2001). Communication strategies in the interlanguage of Galician students of English: The influence of learner- and task- related factors. Atlantis, 2(1), 41-62.Nakatani, Y. (2006). Developing a Oral Communication Strategy Inventory. The Modern Language Journal, vol. 90(2), 151-168.Safont Jordá, M. P. (2001). An analysis on the use and selection of communication strategies by Catalan/Castilian learners of English. Rassegna Italiana di Linguistica Applicata, 1(1), 57-72.

Negotiating the multilingual turn through DLC: Examining EAL teachers' Beliefs, practices, and multilingual identity in Norway
01:45PM - 03:15PM
Presented by :

Anna Krulatz, Professor, Norwegian University Of Science And Technology (NTNU)

Co-authors :

Yaqiong Xu, Norwegian University Of Science And Technology, Norwegian University Of Science And Technology (NTNU)

As the number of multilingual students in classrooms worldwide continues to rise, research suggests that teachers of English as an additional language (EAL) feel insufficiently prepared to work in linguistically diverse classrooms (Valentine, 2006; Webster & Valeo, 2011). Consequently, there have been calls for more focus on diversity and multilingualism in teacher education and continuing professional development (CPD). In the Norwegian context, the government has resolved to strengthen its efforts to improve the quality of teacher education including CPD that led to key mandates for CPD in Norway and the recent changes in the national curricula that focus on the benefits of diversity and multilingualism (Norwegian Directorate of Education and Training, 2020). In this study, we discuss how to design and deliver a decentralized CPD project as a response to the call for more multilingual approaches internationally and the Norwegian government's efforts locally. The study employed the framework of dominant language constellation (DLC) as an educational practice (Aronin, 2016; Aronin & Vetter, 2021) with the aim to investigate the influence of the DLC-focused CPD activities on EAL teachers' beliefs about multilingualism, multilingual practices, and their multilingual identity enactments. Data from three EAL teachers at a public primary school in Norway were collected through an initial teacher interview, two DLC-topicalized TPD workshops, 11 DLC lessons co-conducted by the researchers and the teachers, and a follow-up teacher interview after the DLC lessons. Content analysis (Stemler, 2001) identified three themes regarding the influence of the DLC-focused activities: 1) Reshaping teacher beliefs and boosting language awareness, 2)Enhancing teaching competence and enriching multilingual practices, and 3) Enacting and affirming multilingual identity. By illustrating the improvement of teachers' language awareness, the employment of multilingual teaching practices, and the enactment of teachers' and students' multilingual identity, we argue that DLC is a tangible CPD model that can provide concrete structures for teacher educators and teachers to better negotiate the multilingual turn in education.ReferencesAronin, L. (2016). Multi-competence and dominant language constellation. In V. Cook & L. Wei (Eds.), The Cambridge handbook of linguistic multi-competence (pp. 142–163). Cambridge University Press. Aronin, L., & Vetter, E. (2021). Dominant Language Constellations approach in education and language acquisition. Springer International Publishing AG.Norwegian Directorate of Education and Training (2020). English subject curriculum (ENG01-04). Retrieved from https://www.udir.no/lk20/ENG01-04Stemler, S. (2001). An overview of content analysis. Practical Assessment, Research & Evaluation, 7(17), 1-6.Valentine, S. (2006). Addressing diversity in teacher education programs. Education, 127(2),196-202.Webster, N. L. & Valeo, A. (2011). Teacher preparedness for a changing demographic of language learners. TESL Canada Journal, 28(2),105-128.

01:45PM - 03:15PM

3120

Session 4F
Format : Individual paper

Speakers

Raquel Serrano Serrano, University Of Barcelona
Eva Puimège, KU Leuven
Ying Xiong, PhD Student, The Pennsylvania State University

Repeated reading: same text or different texts?

01:45PM - 03:15PM

Presented by :

Raquel Serrano Serrano, University Of Barcelona

Co-authors :

Ana Pellicer Sanchez, Associate Professor, UCL Institute Of Education

There is evidence that in order to promote incidental vocabulary learning from reading, multiple exposures to the same target words are needed (Webb, 2007). There is not much evidence, however, as to whether novel words are learned more successfully if those multiple exposures are provided in the same text read multiple times or in different texts. Although repetitions in the same context might lead to faster recognition of novel vocabulary, reading the same text multiple times could also cause boredom and lack of attention, which could in turn lead to fewer vocabulary gains (Liu & Todd, 2016). Additionally, encountering words in varied contexts seems to lead to better learning than when they are met in repeated contexts, as the different contexts support the establishment of richer semantic associations (e.g., Ferreira & Ellis, 2016).The aim of the present study was to investigate the effect that repeated reading in same vs. different contexts had on the incidental learning of vocabulary. Forty-eight adult Spanish EFL learners followed two repeated-reading sessions in which they were exposed to two sets of 10 novel words. One set appeared in the same text read three times and another one in three different texts in a counterbalanced fashion. The four target texts, which were around 950 words long each, were narrative stories using vocabulary from the 3,000 most frequent families. The novel words were pseudowords that replaced countable, high frequency nouns. The target words appeared three times in each text, and thus were encountered nine times in total. Participants' knowledge of the target vocabulary was assessed immediately after the last reading and one week later through a form-recognition test (in which they had to select the pseudowords they had encountered in the texts from each set from a pool of pseudowords including 10 other distractors), a meaning recall test (in which they had to provide the translation or definition of the target pseudowords), and a meaning recognition multiple-choice test (in which they selected the most appropriate meaning for each target pseudoword). Additionally, measures of general vocabulary and proficiency were also obtained in order to control for participants' previous knowledge of English.The results of the generalized linear models suggest differences between conditions, with an advantage of the same condition on the immediate test and of the different condition on the delayed test. While it was easier to infer the meaning of novel words shortly after the last reading in the same condition, the richer semantic associations created in the different condition led to more durable knowledge.ReferencesFerreira, R. A., & Ellis, A. W. (2016). Effects of contextual diversity on semantic decision and reading aloud: Evidence from a word learning study in English as a second language. Studies in Psychology, 37, 162–182Liu, Y.-T., & Todd, A. G. (2016). Implementation of assisted repeated reading techniques for the incidental acquisition of novel foreign vocabulary. Language Teaching Research, 20(1), 53–74. Webb, S. (2007). The effects of repetition on vocabulary knowledge. Applied Linguistics, 28(1), 46-65.

Learning collocations from context: the immediate and delayed effects of typographic enhancement on collocation processing and learning during reading

01:45PM - 03:15PM

Presented by :

Eva Puimège, KU Leuven

Co-authors :

Elke Peters, University Of Leuven

Maribel Montero Perez, Assistant Professor , Ghent University

Collocations play a crucial role in the development of fluent, nativelike second language knowledge. A number of studies have demonstrated that collocations can be learned from repeated exposure in meaning-focused input (e.g., Webb et al., 2013), and that typographic enhancement can contribute to learning of collocations encountered in written texts (e.g., Choi, 2017). However, because collocation knowledge is assumed to develop gradually from repeated exposure, it is worth asking whether a local attention-raising technique has any durable effect on collocation processing and learning (Pellicer-Sánchez, 2020). Further, there is little evidence that typographic enhancement also contributes to processing fluency of collocations at initial stages of learning. Our study investigates to what extent typographic enhancement affects online processing of collocations during reading, both in the first, enhanced exposure, and in later unenhanced exposures. It also investigates the effects of repeated exposure during reading and typographic enhancement on recall and recognition of collocations after a one-week delay.Fifty-seven learners of English as a foreign language took part in a reading experiment spread over three weeks. In week 1, they read an English text containing 24 modifier-noun collocations while their eye movements were recorded. Textual enhancement was counterbalanced so that each participant encountered 12 enhanced and 12 unenhanced collocations. In week 2, the same collocations were encountered six times in new, unenhanced contexts, followed by a sentence-reading task in which eye-tracking was used to measure processing fluency of the collocations compared to novel word pairs. In week 3, participants completed two delayed tests of collocation knowledge (form recall and form recognition), after which they were interviewed about their perception of the experimental treatment. The results of linear mixed effects models showed that typographic enhancement significantly affected (log-transformed) reading times for collocations during the first, enhanced exposure (B = 0.22, p < .001), but not during later, unenhanced exposures. Further, reading times in the sentence-reading task did not show evidence of a processing advantage for target collocations. Results of the delayed posttests showed that, on average, participants recalled 3 out of 24 collocations, and recognized 9 out of 24 collocations. In a mixed effects logistic regression, form recognition scores were found to be significantly higher in the enhanced condition (B = 0.52, p = .002), but the difference was small and inconsistent across learners. The findings will be discussed in the light of usage-based theories of L2 acquisition, in particular with regard to the role of repeated exposure and attention in L2 collocation learning. We will also discuss implications for the pedagogical application of typographic enhancement in L2 reading materials.Choi, S. (2017). Processing and learning of enhanced English collocations: An eye movement study. Language Teaching Research, 21(3), 403–426. Pellicer-Sánchez, A. (2020). Learning Single Words vs. Multiword Items. In: Webb, S (ed.) The Routledge handbook of vocabulary studies. New York: Routledge, pp. 225–39.Webb, S., Newton, J., & Chang, A. (2013). Incidental learning of collocation. Language Learning, 63: 91–120.

Read on Your Own but Not Alone: The Impact of Collaborative Strategic Reading on Reading Comprehension and FL Reading Anxiety of Chinese High School EFL Lower Attainers

01:45PM - 03:15PM

Presented by :

Ying Xiong, PhD Student, The Pennsylvania State University

Compared to foreign language (FL) communication anxiety, relatively little is known about FL reading anxiety (Zhou, 2017). However, FL reading anxiety does exist and it can negatively influence the cognitive abilities of learners during reading (Katzir et al., 2018). Collaborative Strategic Reading (CSR) is an instructional practice combining cooperative learning and reading strategies (Klingner & Vaughn,1999). Previous studies on CSR are often conducted among heterogeneous learning groups and focus on its impact on reading comprehension only. However, research finds that the psychological well-being and self-esteem of low-performing students might suffer during cooperation with more capable peers and this could increase their anxiety and impede their learning (Dommeyer, 2007). On the other hand, research shows that due to the disparities of skills and knowledge repertoire between individuals, even those less competent learners are able to provide scaffolding to each other (Lantolf, 2000). It is therefore speculated that CSR can be applied to EFL lower achievers and will benefit them. However, no research on CSR has been carried out among homogeneous groups of EFL struggling readers to investigate its impact on FL reading anxiety and reading comprehension.This study was guided by three research questions: Does CSR improve English reading comprehension of EFL lower attainers? What is the impact of CSR on the self-reported EFL reading anxiety of struggling readers? How does the self-reported reading anxiety level correlate with FL reading comprehension? Informed by the modified engagement model of reading development (Guthrie & Wigfield, 2000), a seven-week intervention of CSR was implemented in an intact class of 30 low-performing EFL students in a Chinese high school. For comparison, a control group was created. Here, the researcher taught the same reading passages as received by the CSR group but in a traditional teacher-centred way by teaching new vocabularies and translating complex sentences before having students work on reading questions independently. Each group completed five sessions per week, each lasting 45 minutes. Mixed methods including Foreign Language Reading Anxiety Scale (Saito et al., 1999), reading tests, and semi-structured interviews were used to investigate the efficacy of CSR on FL reading anxiety and reading comprehension. Results indicated no significant difference in reading comprehension between the groups at posttest. However, the reading anxiety level of CSR group decreased significantly compared with that of control group. In addition, reading test results were found to be negatively correlated with FL reading anxiety levels. The group interview conducted among treatment group participants indicated that CSR was useful in enhancing reading engagement. Inferences about the interaction between reduced reading anxiety, improved reading engagement and reading comprehension were made. Implications for EFL teaching will be discussed.Katzir, T., Kim, Y.-S. G., & Dotan, S. (2018). Reading self-concept and reading anxiety in second grade children: The roles of word reading, emergent literacy skills, working memory and gender. Frontiers in Psychology, 9. https://www.frontiersin.org/article/10.3389/fpsyg.2018.01180Zhou, J. (2017). Foreign language reading anxiety in a Chinese as a foreign language context.Reading in a Foreign Language, 29 (1), 155–173

01:45PM - 03:15PM

MIS10 01.13

Session 4G
Format : Individual paper

Speakers

Kateryna Derkach, PhD Student, University Of Cambridge

Anja Steinlen, Senior Researcher, Friedrich-Alexander-Universität Erlangen-Nürnberg

Thomas Wagner, Professor Of Applied Linguistics, University College Of Education Upper Austria

The Effect of Processing Instruction Intervention on Article Accuracy in Learner English
01:45PM - 03:15PM

Presented by :

Kateryna Derkach, PhD Student, University Of Cambridge

Co-authors :

Theodora Alexopoulou, Principal Research Associate, University Of Cambridge

Articles in L2 English ("a"/"the") are notoriously difficult to acquire, especially for learners with article-less, [-art], L1s (Murakami & Alexopoulou,2016). One possible explanation is that the inappropriate processing of articles in the input may hinder acquisition, according to the Input Processing (IP) theory (VanPatten,2015). The semantic contribution of articles is often opaque and the meaning can be recovered from the discourse/context. Thus, the IP theory predicts that learners will either not process articles at all (resulting in article omission in production) or will process them incorrectly linking articles to meanings that they do not encode in English, e.g. specificity (resulting in substituting one article for another). Indeed, the literature suggests learners might not distinguish between definiteness and specificity/referentiality (Ionin et al.,2004) or make inappropriate links between articles and number or count/mass distinction (Snape,2008).To test these predictions, we designed a Processing Instruction Intervention containing online activities that force correct article processing (following VanPatten). For example, learners read "There is a sheaf on the table" with the low-frequency target noun "sheaf" and decided whether this could refer to one/more than one/part of a sheaf. Low-frequency words ensured learners could not infer this information from the word's meaning. Thus, it forced them to interpret the indefinite article "a" as an indicator that the following noun was countable and singular. We designed 360 practice items for both definite and indefinite contexts, which were balanced according to those nominal features known to play a role (number, countability, specificity, prenominal modification etc.). Seventy learners (most between A2–B2 CEFR levels, half [-art], e.g. Russian, half [+art], e.g. Spanish) participated in a three-week-long online intervention experiment with randomised control-group pre-test post-test design. The pre-test contained a timed grammaticality judgment task (GJT) and an elicited imitation (EI) task, where participants had to listen to and reproduce a long and complex sentence (to ensure inability to store it in phonological memory) containing a target definite/indefinite nominal. Mixed-effects regression modelling revealed a significant improvement in article accuracy on the timed GJT for the Experimental group but not for the Control group for both [-art] and [+art] L1s, which was maintained by the delayed post-test (3 months later). The results of the EI showed a similar trend of improvement for the Experimental group but not for the Control group, however the difference narrowly missed the 0.05 statistical significance threshold. We discuss the results in light of the IP theory and the interaction between nominal features (number, countability etc.) and processing. ReferencesIonin,T., Ko,H., & Wexler,K. (2004). Article semantics in L2 acquisition: The role of specificity. Language Acquisition,12(1),3–69.Murakami,A., & Alexopoulou,T. (2016). L1 influence on the acquisition order of English grammatical morphemes: a learner corpus study. Studies in Second Language Acquisition,38,365–401. Snape,N. (2008). Resetting the Nominal

Mapping Parameter in L2 English: Definite article use and the count–mass distinction. Bilingualism: Language and Cognition,11(01),63–79. VanPatten,B. (2015). Foundations of processing instruction. In IRAL - International Review of Applied Linguistics in Language Teaching (Vol.53,Issue 2,pp. 91–109).

Are there long-term effects of attending a bilingual preschool? The effect of prior L2 English experience on elementary school students' English receptive lexical and grammatical knowledge
01:45PM - 03:15PM
Presented by :

Anja Steinlen, Senior Researcher, Friedrich-Alexander-Universität Erlangen-Nürnberg

Co-authors :

Thorsten Piske, Professor, Friedrich-Alexander-Universität Erlangen-Nürnberg

It is generally assumed that prior knowledge, i.e. the status quo before a learning activity, is a key indicator for subsequent learning success (e.g. Rumlich i.pr.). This study examines whether prior L2 knowledge acquired in German-English bilingual preschools also has long lasting effects on elementary school children's success in learning the L2 English. In this context, we particularly focus on elementary schoolers' comprehension of English grammar and vocabulary over the course of four years.We present longitudinal data obtained from 160 children in grades 1 to 4. The children either attended EFL lessons (two 45-minute lessons per week) or a bilingual program (where 50% of the teaching time is conducted in English). 30% of the children in each program were previously enrolled in a bilingual preschool for 2-3 years with 2-3 hours of daily exposure to English before entering the elementary school (e.g. Kersten et al. 2010). Receptive English lexical and grammatical competence were measured annually, employing the British Picture Vocabulary Scale II (Dunn & Dunn 1997) and the ELIAS grammar test (Kersten et al. 2012). Cognitive background variables were assessed with the Colored Progressive Matrices (Raven et al. 2002), and a parents' questionnaire revealed information about children's attendance of a bilingual preschool, their family language/s and the parents' socioeconomic background. The results of our study point to program-related differences regarding the effects of prior L2 knowledge from bilingual preschools: The elementary school children in the bilingual program with prior L2 knowledge obtained better scores than children without prior L2 knowledge until grade 2 for receptive L2 vocabulary and until grade 4 for receptive L2 grammar. In the EFL program students with prior L2 knowledge from preschool outperformed their peers without prior L2 knowledge until grade 3. Moreover, the targeted grammatical phenomena seem to be acquired in an order that is compatible with Processability Theory (e.g. Pienemann 1998), although the rate of development depends on prior knowledge und input intensity. In order to account for the different trajectories in the development of L2 grammatical and lexical comprehension during elementary school, we will discuss our results in the light of the children's social and cognitive background as well as in the light of teaching strategies used to accommodate children with different levels of L2 knowledge.ReferencesDunn, L., Dunn, L., Whetton, C., Burley, J. (1997): The British Picture Vocabulary Scale II. Windsor: NFER-Nelson.Kersten, K.; Rohde, A.; Schelletter, C. & Steinlen, A. (ed., 2010). Bilingual Preschools. Vol. I: Learning and Development. Trier: WVT.Kersten, K.; Piske, T.; Rohde, A.; Steinlen, A.; Weitz, M, & Kurth, S (2012). ELIAS Grammar Test II. Universität Hildesheim: Manuscript.Pienemann M. (1998) Language Processing and Second Language Development: ProcessabilityTheory. Amsterdam: John BenjaminsRaven, J.C., Bulheller, S. & Häcker, H. (2002). Coloured Progressive Matrices. 3. Auflage. Göttingen: Hogrefe.Rumlich, D. (i.pr.). Exploring the importance of prior knowledge and verbal cognitive abilities for foreign language learning. In: Piske, T. & Steinlen, Anja (ed.), Cognition and Second Language Acquisition. Tübingen: Narr.

Pedagogical Rules and the Linguistic Knowledge in the Acquisition of English "any"
01:45PM - 03:15PM
Presented by :

Thomas Wagner, Professor Of Applied Linguistics, University College Of Education Upper Austria

Co-authors :

Tom Rankin, Professor Of Language Learning And Teaching, JKU Linz

Replicating an experimental design from Marsden et al. (2018), the present study investigates L1 German speaking EFL learners' implicit and explicit knowledge of the English existential quantifier any. Such knowledge is often explicitly addressed in EFL classroom instruction in terms of the distribution of the polarity items any versus some. Marsden et al. (2018) found that their Arabic EFL learners could draw on learnt knowledge about this existential quantifier and apparently had also acquired subtle linguistic constraints that had neither been taught nor are systematically represented in the L2 input. Moreover, their Arabic EFL learners did not appear to build both implicit and explicit knowledge around any in a parallel fashion. The present study replicates and extends Marsden et al. (2018) with the aim of testing whether L1 German-speaking learners at intermediate to advanced proficiency can come to have knowledge of the distribution of any. Similarly to the Arabic-speaking learners in Marsden et al. (2018), such knowledge cannot be derived from the L1. Using both timed acceptability judgements and an extended rule elicitation task, behavioural data were elicited from 100 learners from intermediate to advanced L1 German-speaking learners in tertiary programmes in English. Test items elicited judgement of sentences reflecting taught pedagogical rules (1) and untaught distributional properties (2).a. Do you want any cake? any in interrogativeb. *Jenny wants any cake. any in positive declarativea. Jenny denies that she ate any cake. any in complement of negative verbb. *Jenny thinks that she ate any cake. any in complement of factive verbWhile the timed acceptability rating experiment tapped into the learners' implicit knowledge, the untimed rule-elicitation task investigated the extent of learners' conscious awareness of the standard pedagogical rules offered in instruction. By comparing performance on each task, we seek to consider to what extent learners can generalise from explicit input and/or acquire properties that are not clearly represented in the input and not explicitly taught. The results will be analysed using generalised linear mixed modelling, particularly suited to repeated-measure designs. The results will then be discussed in light of how explicit taught knowledge from instruction may constrain instructed learners' knowledge and in how this knowledge is extended by implicit acquisition despite poverty of the stimulus effects in the distribution of untaught properties of the existential quantifier. ReferencesMarsden, H., Whong, M., & Gil, K-H. (2018). What's in the textbook and what's in the mind. Polarity item "any" in learner English. Studies in Second Language Acquisition 40(1), 91-118. doi: 10.1017/S0272263117000018.

01:45PM - 03:15PM

Session 4H
Format : Individual paper

Speakers

Carmen Pérez Vidal, Chair Professor, Universitat Pompeu Fabra

Griet Boone, PhD Student, Ghent University

Duy Van Vu , PhD Researcher, KU Leuven

A dynamic usage-based investigation of formulaicity and lexical complexity development: The case of sojourners

01:45PM - 03:15PM

Presented by :

Carmen Pérez Vidal, Chair Professor, Universitat Pompeu Fabra

Co-authors :

Zeynep Köylü, University Of Basel, University Of Basel

Second language (L2) learners struggle to learn how to combine words in authentic, native-like ways on the way to proficiency (Smiskova et al., 2012). When it comes to this challenging aspect of second language development (SLD), learners might benefit from meaningful authentic input to develop their uses of formulaic expressions. Operationalizing formulaicity as conventionalized ways of saying things, this study asserts that learning contexts are a crucial part of the picture as some are deprived of authentic input, while some others provide a wealth of examples, such as the study abroad context. Taking a dynamic usage-based (DUB) perspective to SLD (Verspoor & Behrens, 2011), this study investigates how the study abroad context interplays with formulaicity and lexical complexity development. Assuming that input and meaningful interaction are key components of SLD, this study also aims to explore the learning trajectories of a group of sojourners with regard to lexical diversity, variation, sophistication, and formulaicity. The researcher analyzed written performance data elicited in the form of weekly diary entries which are used to compile our learner corpus, as part of larger project (Pérez-Vidal, 2014). The participants are 26 Catalan/Spanish tertiary level English learners who studied abroad in a target language speaking country for 14-17 weeks. The SALA diary corpus is compiled of a total of 383 weekly diary entries (~250K words) about sojourners' experiences related to language use, interaction, and host culture over the course of their stay abroad. Following Kyle et al. (2021), the dataset was coded for various measures of lexical complexity via CLAN (MacWhinney, 2000) and TAALES (Kyle et al., 2017). To determine how formulaic each weekly entry is, the dataset is also analyzed through IdiomSearch (Colson, 2016). A series of linear mixed-effects models (LME) were developed to examine the relationship between time and formulaicity and lexical complexity indices. The preliminary results indicated a significant effect for context and time on both along with high levels of individual variation confirming the DUB argument of individual learning trajectories. These results are anticipated to bring useful insights to language classroom pedagogy. Colson, J.-P. (2016). IDIOM search. http://idiomsearch.lsti.ucl.ac.be/index.html.Smiskova, H., Verspoor, M., & Lowie, W. (2012). Conventionalized ways of saying things (CWOSTs) and L2 development. Dutch Journal of Applied Linguistics, 1(1), 125-142.Kyle, K., Crossley, S., & Berger, C. (2018). The tool for the automatic analysis of lexical sophistication (TAALES): version 2.0. Behavior research methods, 50(3), 1030-1046.Kyle, K., Crossley, S., & Verspoor, M. (2021). Measuring Longitudinal Writing Development Using Indices Of Syntactic Complexity And Sophistication. Studies in Second Language Acquisition, 43(4), 781-812.MacWhinney, B. (2000). The CHILDES project: Tools for analyzing talk. Mahwah, NJ: Lawrence Erlbaum Associates.Pérez-Vidal, C. (2014). Language acquisition in study abroad and formal instruction contexts. Amsterdam: John Benjamins.Verspoor, M.H., & Behrens, H. (2011). Dynamic systems theory and a usage-based approach to second language development. In M. H. Verspoor, K. de Bot, & W. Lowie (Eds.), A dynamic approach to second language development (pp. 25-38). Philadelphia, PA: John Benjamins Publishing Co.

"Repetition is key": Exploring students' introspective views on their collocation learning in L2 German

01:45PM - 03:15PM

Presented by :

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Co-authors :

June Eyckmans, Ghent University

At the beginning of the millennium Wray wrote: "If formulaic sequences are so difficult to learn, then unless we understand why, we are unlikely to hit on a successful way of teaching them." (Wray, 2000, p. 468). Since then, plenty of studies have been carried out in order to understand the complex nature of learning formulaic sequences, including collocations (for reviews see Henriksen, 2013; Szudarski, 2017). However, most studies have focused on learners' finished collocation productions. Research on collocation development from the perspective of the individual learner is scarce. This study explores Dutch-speaking students' introspective views of their L2 German collocation learning process of three years. It is part of a longitudinal mixed-methods project on students' collocation development. The aim is to gain insight into factors that could hinder or enhance collocation learning and into how effective as well as less effective learners deal with collocation learning. The data comprise 1) the transcripts of a semi-structured interview with 19 learners and 2) a qualitative questionnaire that was administered to six contrasting cases of learners, who developed their collocation knowledge to opposing degrees (c.f., Dörnyei et al., 2004). In the interview, participants reflected on the factors they believed to have affected their collocation development. The questionnaire consisted of open-ended questions on five specific collocations. The data were analyzed using thematic analysis, following the steps presented by Braun and Clarke (2006). For analysis and coding the software package NVivo 12 (Jackson & Bazeley, 2019) was used. The findings show a growing collocation awareness over time in most learners. Having repeated encounters with collocations is said to facilitate learning, and repetition is seen as a key strategy. The influence of the L1 is considered as both an advantage and disadvantage, although the more effective learners seem to be more aware of the risk that literal translations might lead to non-idiomatic collocations. Finally, the data point to an advantage of activities such as reading, listening, and speaking in German, since the more effective learners seem to be more involved in those activities. The pedagogical implications of the findings will be discussed. References:Braun, V. & V. Clarke. 2006. Using thematic analysis in psychology, Qualitative Research in Psychology, 3(2). 77-101. Dörnyei, Z., Durow, V. & Zahran, K. (2004). Individual differences and their effects on formulaic sequence acquisition. In N. Schmitt (Ed.), Formulaic Sequences: Acquisition, processing and use, (pp. 87-106). John Benjamins.Henriksen, B. (2013). Research on L2 learners' collocational competence and development: A progress report. In C. Bardel, C. Lindqvist, & B. Laufer (Eds.), L2 vocabulary acquisition, knowledge, and use (pp. 29-56). EuroSLA Monograph Series 2. EuroSLA.Jackson, K., & Bazeley, P. (2019). Qualitative data analysis with NVivo. Sage Publications.Szudarski, P. (2017). Learning and teaching L2 collocations: Insights from research. TESL Canada Journal, 34, 205–216. Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. Applied Linguistics, 21(4), 463-489.

Incidental collocation learning from reading-while-listening and captioned TV viewing and predictors of learning gains
01:45PM - 03:15PM
Presented by :

Duy Van Vu , PhD Researcher, KU Leuven

Co-authors :

Ann-Sophie Noreillie, Postdoctoral Researcher, KU Leuven
Elke Peters, University Of Leuven

Recent research has shown that captioned TV viewing can lead to vocabulary learning; however, most studies have focused on single words (see Peters & Muñoz, 2020 for a recent review). Very few studies have investigated the effect of captioned TV viewing on collocation learning (e.g., Majuddin, Siyanova-Chanturia, & Boers, 2021; Puimège et al., 2021). In addition, little research has compared the effects of TV viewing and other modes of input (see Feng & Webb, 2020, for an exception). Also, research on the factors that affect incidental collocation from different input modes is still relatively scarce and has produced inconclusive findings (e.g., Majudin et al. 2021; Puimège & Peters, 2020; Vu & Peters, 2021). To fill those research gaps, the present study was conducted. Our study involved 80 Vietnamese EFL learners who were divided into an experimental group and a control group. Over four weeks, the experimental group encountered 24 target collocations (12 verb-noun, 12 adjective-noun) in two stories in two modes of input (reading-while-listening and viewing videos with L2 captions) in a counterbalanced fashion (i.e., half of the participants were exposed to the two modes of input in one order while the other half in the reverse order). Half of the collocations were congruent, i.e., they could be translated literally from Vietnamese into English, while the other half were non-congruent. Learning was assessed at the level of form recall one week before the treatment and one week after the treatment. Generalized linear mixed-effects models indicated that both modes resulted in equally significant gains of collocational knowledge. In addition, learners' prior vocabulary knowledge and collocational congruency were significant predictors of learning gains. Theoretical and pedagogical implications of these findings will be discussed.ReferencesFeng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing: Which mode of input is most effective?. Studies in Second Language Acquisition, 42(3), 499-523.Majuddin, E., Siyanova-Chanturia, A., & Boers, F. (2021). Incidental acquisition of multiword expressions through audiovisual materials: The role of repetition and typographic enhancement. Studies in Second Language Acquisition. Advance online publication. https://doi.org/10.1017/S0272263121000036Peters, E., & Muñoz, C. (2020). Introduction to special issue Language learning from multimodal input. Studies in Second Language Acquisition, 42(3), 489-497.Puimège, E., & Peters, E. (2020). Learning formulaic sequences through viewing L2 television and factors that affect learning. Studies in Second Language Acquisition, 42(3), 525-549.Puimège, E., Montero Perez, M., & Peters, E. (2021). Promoting L2 acquisition of multiword units through textually enhanced audiovisual input: An eye-tracking study. Second Language Research. Advance online publication. https://doi.org/10.1177/02676583211049741Vu, D. V., & Peters, E. (2021). Incidental learning of collocations from meaningful input: A longitudinal study into three reading modes and factors that affect learning. Advance online publication Studies in Second Language Acquisition. https://doi.org/10.1017/S0272263121000462

03:15PM - 03:45PM

Coffee break

Foyer

03:45PM - 05:15PM

Session 5A

3113

Format : Individual paper

Speakers

Elifcan Öztekin, PhD Student, Boğaziçi University
Anders Agebjörn, Senior Lecturer, Malmö Univeristy
Vivienne Rogers, Senior Lecturer, Swansea University

Language Aptitude and Working Memory Relationship with Multilingual Experience
03:45PM - 05:15PM
Presented by :

Elifcan Öztekin, PhD Student, Boğaziçi University

Co-authors :

Gülcan Erçetin, Professor, Boğaziçi University

Language aptitude (LA) and working memory (WM) are two cognitive individual differences investigated in language learning and receive particular attention for possible interactions of their subcomponents and a construct-level understanding (e.g., Wen & Skehan, 2021). The role of multilingual experience in this interrelationship also received growing attention with varying findings from different contexts (e.g., Cox et al., 2019; Huang et al. 2021). In this study, we present third language comprehension correlations with WM and LA data collected using LLAMA version 2 (Meara, 2005) and the newly released version 3 (Meara & Rogers, 2019). In the first part of data collection, 21 undergraduate senior ELT students taking a third foreign language at pre-intermediate and above levels at an English-medium university in Turkey took the LLAMA (version 2 by Meara, 2005), operation and rotation span tasks (Foster et al., 2015). Participants learning German, Spanish, Italian or French also took listening and reading sections of language tests (Goethe, Cervantes, CILS, and DELF exams respectively) at B1 level based on the CEFR. Significant correlations of L3 listening with WM (r = .588, p < .01) and LLAMA D (r = -.513, p < .05) were observed. None of the LLAMA subtests was correlated with WM. In the second part, another senior cohort of 14 participants matching the previous cohort in L3 comprehension and WM scores took the newly released LLAMA version 3. The new LLAMA F was significantly correlated with L3 listening (r = -.560, p < .05) and L3 reading (r = -.537, p < .05). These preliminary findings are discussed comparing the two versions

of LLAMA basically differing in the item response types and scoring on subtests D (sound recognition), E (sound-symbol correspondence), and F (grammatical inferencing). The negative direction of the significant correlations of LA with L3 comprehension in both versions of LLAMA is also discussed with relation to the previous research on LLAMA. ReferencesCox, J. G., Lynch, J. M., Mendes, N., & Zhai, C. (2019). On bilingual aptitude for learning new languages: The roles of linguistic and nonlinguistic individual differences. Language Learning, 69(2), 478-514. Foster, J. L., Shipstead, Z., Harrison, T. L., Hicks, K. L., Redick, T. S., & Engle, R. W. (2015). Shortened complex span tasks can reliably measure working memory capacity. Memory & Cognition, 43(2), 226-236.Huang, Y., Wang, M., & Rao, H. (2021): Working memory as a partial mediator of the relationship between multilingualism and foreign language aptitude. International Journal of Multilingualism. DOI: 10.1080/14790718.2021.1993860Meara, P. (2005). LLAMA language aptitude tests. Swansea: Lognostics.Meara, P. & Rogers, V. E. (2019). The LLAMA Tests v3. Cardiff: Lognostics.Wen, Z. & Skehan, P. (2021). Stages of acquisition and the P/E model of working memory: Complementary or contrasting approaches to foreign language aptitude?. Annual Review of Applied Linguistics, 41. 6-24.

L3 acquisition of functional morphology: the role of cross-linguistic influence and language-learning aptitude
03:45PM - 05:15PM
Presented by :

Anders Agebjörn, Senior Lecturer, Malmö Univeristy

Co-authors :

Susan Sayehli, Stockholm University

Two factors suggested to influence second-language acquisition are cross-linguistic influence (CLI) and language-learning aptitude. However, the relationship between these two factors has rarely been investigated, and it is unclear to what extent the relative importance of CLI and aptitude depends on the degree of similarity between the target language and previously acquired languages (cf. Bokander 2021; Skehan 1998; Tolentino & Tokowicz 2014). The present study addresses this issue by examining the longitudinal development of definiteness marking in native Russian-speaking learners of Swedish as a third language (L3), who had previously acquired English as a second language (L2). Unlike Russian, English and Swedish obligatorily express definiteness using dedicated functional morphology. While the English indefinite article (a park) is structurally similar to its Swedish counterpart (en park 'a park'), the English definite article (the park) is structurally dissimilar to its Swedish counterpart, which is a nominal suffix (park-en 'the park'). In this study, we exploit these structural similarities and differences across languages in order to investigate the role of both CLI and language-learning aptitude in L3 acquisition of functional morphology.Using a communicative, oral task, we elicited definite and indefinite noun phrases from native speakers of Russian (n = 18) at three occasions during the first two terms of a beginner-Swedish course. At data point 1, we tested their use of English articles, using the same task, as well as their language-learning aptitude, using Meara's (2005) LLAMA Language Aptitude Tests. In addition, reference data were collected from native speakers of Swedish (n = 26) and English (n = 17). The participants' use of indefinite and definite morphemes was analysed separately, and two linear mixed-effects models were built to investigate to what extent the learners' language-learning aptitude and command of English articles could predict their developing use of the Swedish indefinite article and definite suffix respectively.The results revealed that the learners' use of both morphemes improved over time. Their use of the indefinite article was associated with their command of the English indefinite article, which is structurally similar to the Swedish one. In contrast, their use of the definite nominal suffix, which is structurally dissimilar to its English counterpart, was associated with aptitude. This suggests that L3 learners may capitalise on previously-acquired linguistic knowledge primarily when source and target languages are similar, while language-learning aptitude appears to play a more important role in the acquisition of qualitatively new morphology, that is morphology without a structurally similar counterpart in any previously learned language.ReferencesBokander, Lars (2021). Language aptitude and crosslinguistic influence in initial L2 learning. Journal of the European Second Language Association 4(1), s. 35–44. Meara, Paul (2005). LLAMA Language Aptitude Tests: the manual. Swansea: Lognostics. Tolentino, Leida C. & Natasha Tokowicz (2014). Cross-language similarity modulates effectiveness of second language grammar instruction. Language Learning 64(2), s. 279–309. Skehan, Peter (1998). A cognitive approach to language learning. Oxford University Press.

The New LLAMA tests (v.3): some initial thoughts on reliability and overlap with memory?
03:45PM - 05:15PM
Presented by :

Vivienne Rogers, Senior Lecturer, Swansea University

Co-authors :
Paul Meara
Brian Rogers, Swansea University

In recent years, the freely available LLAMA tests (Meara, 2005) have been widely used as a test of language learning aptitude. However, they have been subject to a number of criticisms, including their reliability (Bokander and Bylund, 2020) and construct validity, namely whether the aptitude tests are really memory tests. Wen (2016) suggests aptitude and working memory (WM) may overlap whereas Buffington and Morgan-Short (2019) argue for a role for declarative and procedural (LTM) memory. These criticisms relate to the original LLAMA tests but in 2019, Meara and Rogers released an updated, online version (v.3). This paper seeks to empirically investigate:1. Are the LLAMA v.3 tests (more) reliable?2. Do the LLAMA v.3 tests measure the same thing as common WM and LTM tests?The four LLAMA tests - LLAMA B (vocabulary), LLAMA D (sound recognition), LLAMA E (sound-symbol correspondence) and LLAMA F (grammatical inferencing) - were re-programmed into gorilla.sc for online administration. The test battery also included a Flanker test and auditory digits forwards and backwards tests (various WM components), Tower of Hanoi (procedural memory) and CVMT (declarative memory). 210 participants took the 8 tasks as well as a background questionnaire (F=145, Mean age = 23, (range 18-84)).Data analysis for the LLAMA D, Hanoi and digits tasks is ongoing. Preliminary analysis with the other tasks for RQ1 shows that the Cronbach's alpha scores are all over .80 suggesting the new test is an improvement on the previous version in terms of internal consistency. Table 1 compares the Cronbach alpha scores from this study with the new LLAMA tests and those found in Bokander & Bylund's (2020) paper with the original tests.Table 1: Comparison of Cronbach alpha scores.pdfIn terms of RQ2: a principal components analysis was carried out to establish if the Flanker, CVMT and LLAMA B, E & F tests were measuring the same construct. A chi-squared test showed the model was significant (p< .001) and two components were produced (see Table 2: Component Loadings.pdf).Note. Applied rotation method is promax. The results suggest that the declarative memory measure loads on the same component as the three LLAMA tests (Buffington & Morgan-Short, 2019) whereas the executive function test measures something else contra Wen (2016). Additional analysis will include the remaining tests and the reaction time measures collected. References:Bokander, L., & Bylund, E. (2020). Probing the internal validity of the LLAMA language aptitude tests. Language learning, 70(1), 11-47.Buffington, J., & Morgan-Short, K. (2019). Declarative and procedural memory as

individual differences in second language aptitude. In Language Aptitude (pp. 215-237). Routledge.Meara, P. (2005). LLAMA language aptitude tests: The manual. Swansea: Lognostics.Meara, P. and Rogers, V. (2019) The LLAMA Tests v3. Cardiff: Lognostics.Wen, Z. E. (2016). Working memory and second language learning. Multilingual matters.

03:45PM - 05:15PM

3115

Session 5B
Format : Individual paper

Speakers
Hui Sun, Lecturer, Cardiff University

Hatice Akgün, PhD Student, Boğaziçi University

Acceptability of L2 speech at the intersection of speaker accent, speaker grammaticality and listener personality
03:45PM - 05:15PM
Presented by :

Hui Sun, Lecturer, Cardiff University

Co-authors :
Petar Čolović, University Of Novi Sad

Petar Milin, University Of Birmingham

Dagmar Divjak, University Of Birmingham

L2 speakers have been found to be penalized for their foreign accent and grammatical errors (Fuertes et al., 2012; Vann, Meyer, & Lorenz, 1984). However, little is known about the role listeners' personality plays in how they perceive L2 speech. There is some recent evidence that individuals with different personality traits respond differently to grammatical errors in L2 writing (Boland & Queen, 2016) and speech (Lyall & Järvikivi, 2021) and in foreign accents (Gaffney & Côté, 2020). This suggests that listeners' personality traits could interact with the accent and grammaticality of L2 speech to affect the overall perception of it. To examine the hypothesis, 60 L1 English speakers (30 female; 30 unfamiliar with accented speech) were recruited to rate the acceptability of 40 English speech samples with or without grammatical errors (article errors). Speech samples were recorded by four speakers in different accents (British vs. Polish; female vs. male) and allocated with speaker voices counter-balanced. Participants' personality traits were measured via two personality scales (Big Five; BIS/BAS/FFFS).The results suggest that a foreign accent "protects" the speaker from being penalized for grammatical errors, but the interaction is subject to personality. Compared with foreign accented speech, the acceptability ratings of L1 accented speech showed a larger decrease when grammatical errors were present, yet listeners who were more conscientious, extraverted or agreeable tended to give lower acceptability ratings to foreign accented speech, regardless of the inclusion of grammatical errors. Interestingly, the effects of Extraversion-Introversion and Agreeableness-Aggressiveness were non-linear-the differences in ratings of foreign accented speech were prominent predominantly among above-average Extraversion scorers, whereas listeners who were less agreeable (and thus more aggressive) tended to rate foreign accented speech as less acceptable. The results will be discussed in light of the conceptual frameworks of lexically-based personality models and the Interpersonal circumplex (Ansell & Pincus, 2004; De Raad & Mlacic, 2015).Ansell, E. B., & Pincus, A. L. (2004). Interpersonal perceptions of the five-factor model of personality: An examination using the structural summary method for circumplex data. Multivariate Behavioral Research, 39(2), 167-201.Boland, J. E., & Queen, R. (2016). If you're house is still available, send me an email: Personality influences reactions to written errors in email messages. PloS one, 11(3), e0149885.De Raad, B., & Mlacic, B. (2015). Big five factor model, theory and structure. International encyclopedia of the social & behavioral sciences, 2, 559-566. Fuertes, J. N., Gottdiener, W. H., Martin, H., Gilbert, T. C., & Giles, H. (2012). A meta-analysis of the effects of speakers' accents on interpersonal evaluations. European Journal of Social Psychology, 42(1), 120-133.Gaffney, C., & Côté, S. (2020). Does personality influence ratings of foreign accents?. Journal of Second Language Pronunciation, 6(1), 68-95.Lyall, I. H., & Järvikivi, J. (2021). Listener's personality traits predict changes in pupil size during auditory language comprehension. Scientific reports, 11(1), 1-15.Vann, R. J., Meyer, D. E., & Lorenz, F. O. (1984). Error gravity: A study of faculty opinion of ESL errors. Tesol Quarterly, 18(3), 427-440.

"Coming to terms with your identity": Language experiences and identity in Arabic heritage language speakers
03:45PM - 05:15PM
Presented by :

Hatice Akgün, PhD Student, Boğaziçi University

There has been extensive research on heritage language (HL hereafter) speakers with various research perspectives. Although HL speakers from diverse backgrounds have been examined, to my knowledge, there has been no research which has specifically focused on those who are HL speakers of a specific Anatolian Arabic dialect, namely, Mardin dialect and who currently reside in different parts of Istanbul. For this reason, this study examines the experiences, attitudes and identities of 10 adults who are Arabic heritage language speakers living in Istanbul. The data collected through the interviews were transcribed and analysed by thematic analysis. The themes that emerged from the data were challenges experienced by heritage language speakers, attitudes towards heritage language and culture, (in)congruency between self- and other- ascribed identities, fixity and/or fluidity in the identity conceptualizations of heritage language learners, intergenerational transmission of heritage language. The findings showed that participants who were born in Mardin had a significant amount of HL experience and most participants experienced some challenges when they first started school. In addition, the participants had positive, negative or neutral attitudes towards Arabic. The negative attitudes mostly stemmed from the fear of social exclusion due to incorrect pronunciation or viewing their dialect as non-prestigious. Most of the participants had quite complex identities as fixity and fluidity co-existed in their identity conceptualizations. Lastly, the participants who were encouraged to learn Arabic by their parents wanted their children to learn Arabic. The results show identity is created as a result of the constant interaction among them and the findings confirm Shin's (2010) claim that HL speaker identity is a dynamic one and it is continuously shaped by both changing social contexts and developmental phases. In this study, the HL speakers mostly showed signs of "multifaceted and fluid identities" (Hillman, 2019). It is also obvious that HLLs in this study construct their own identities instead of passively accepting the pre-fixed identities (Koshiba and Kurata, 2012) and there are always context-specific issues behind the interest in maintaining HL as shown in this study as well (Makoni, 2018). REFERENCESHillman, S. (2019). "I'm a Heritage Speaker of the Damascene Dialect of Arabic": Negotiating the

Identity Label of Arabic Heritage Language Learner, Heritage Language Journal, 16(3), 296-317. Koshiba, K., and N. Kurata. (2012). "Language Identities of Japanese Home- Background Speakers and Their Language Learning Needs." Japanese Studies 32 (3): 357–375.Makoni, B. (2018). Beyond Country of Birth: Heritage Language Learning and the Discursive Construction of Identities of Resistance, Heritage Language Journal, 15(1), 71-94. Shin, S. J. (2010). 'What about me? I'm not like Chinese but I'm not like American.': Heritage language learning and identity of mixed heritage adults. The Journal of Language, Identity, and Education, 9(3), 203-219.

Working memory effects in L2 English RC disambiguation: evidence from highly advanced adult L1 French and L1 Persian speakers of L2 English

03:45PM - 05:15PM
Presented by :

Ehsan Solaimani Dahanesari, PhD Student, University Of Essex

Co-authors :

Florence Myles, Professor Of Second Language Acquisition, University Of Essex

Laurie Lawyer, Senior Lecturer, University Of Essex

Many studies have explored the L2 processing of temporarily ambiguous sentences containing a complex determiner phrase (DP) followed by a relative clause (RC), such as I watched [DP1 the fans] of [DP2 the singer][RC who were/was dancing funny and looking happy], where the RC can be preferentially attached to either DP1 or DP2. On the one hand, representational deficit accounts such as the shallow structure hypothesis (Clahsen & Felser, 2018) argue that L2 processing is fundamentally different from L1 processing, and unlike native speakers, L2 speakers tend to (over)rely on non-syntactic disambiguation cues. In cases where RC ambiguities are presented in isolation, L2 attachment preferences will be null, i.e., L2 speakers essentially prefer neither a DP1 nor a DP2 reading. On the other hand, working memory (WM) approaches to L2 processing highlight individual differences in cognitive resource limitations and suggest that given sufficiently high proficiency and WM capacity, L2 speakers can match native speakers in RC disambiguation. L2 speakers are more likely than native speakers to display WM effects in their attachment preferences. This study investigated the potential impact of contextual information on L2 English RC disambiguation strategies by highly advanced L1-French L2-English (N = 31), L1-Persian L2-English (N = 36), and a group of native English controls (N = 30). The participants were required to read contextualised and isolated ambiguous RCs in two self-paced reading (SPR) tasks. The first SPR task involved paragraph-length items biasing attachment to either DP1 or DP2, whereas the second SPR task presented ambiguous RCs in isolation to yield a measure of baseline attachment preferences. The results showed that despite their baseline DP1 strategy, the control group's attachment preferences in contextualised RCs seemed to alternate based on context biases, i.e., they preferred a DP1 strategy in a DP1-supporting context and a DP2 strategy in a DP2-supporting context. As for the L2 groups, even though there was little evidence of L1 effects, attachment preferences did not seem to be necessarily null. Rather, high WM capacity correlated with native-like processing of the ambiguous RC in both SPR tasks. Specifically, the presence of context effects on the L1-French group's attachment preferences seemed to depend on individual WM scores, and the L1-Persian data showed a significant interaction between WM capacity and a reliable attachment strategy in decontextualised ambiguities. Overall, the findings of this study challenge the argument that L2 processing is fundamentally different from L1 processing at advanced levels.References Arabmofrad, A, & Marefat, H. (2008). Relative clause attachment ambiguity resolution in Persian. Iranian Journal of Applied Linguistics: 29-49.Clahsen, H., & Felser, C. (2018). Some notes on the shallow structure hypothesis. Studies in Second Language Acquisition, 40(3), 693-706.Zagar, D., Pynte, J., & Rativeau, S. (1997). Evidence for early closure attachment on first pass reading times in French. The Quarterly Journal of Experimental Psychology Section A, 50(2), 421-438.

03:45PM - 05:15PM

Session 5C

3117

Format : Individual paper

Speakers

Chanyoung Lee, Ph.D. Candidate, Yonsei University

Wenxun FU, Ph.D Student, Laboratoire De Phonétique Et Phonologie (UMR7018, CNRS – Université Sorbonne Nouvelle)

Miriam Geiss, PhD Student, University Of Konstanz

Interactive roles of L2 textbook input and L1 properties for L2 knowledge: Evidence from subject-predicate honorific agreement in Korean

03:45PM - 05:15PM
Presented by :

Chanyoung Lee, Ph.D. Candidate, Yonsei University

Co-authors :

Boo Kyung Jung, University Of Pittsburg

Gyu-Ho Shin, Assistant Professor, Palacký University Olomouc

L2 knowledge is characterised as noisier representations, resulting in L2ers' reduced capacity to deploy the target knowledge[1] and their learning trajectories distinctive from L1 development.[2,3] Of various factors contributing to this nature, we attend to L2 textbook input and L1 properties under foreign language learning contexts. We ask whether/how these factors jointly affect L2ers' comprehension of Korean subject–predicate honorific agreement, manifesting cross-linguistic consistency (systematic subject–predicate dependency) and language-specific aspects (context-driven optionality; indirect honorification).[4,5] Considering that L2-Korean textbooks over-emphasise honorification,[6,7] we employ two typologically-distinctive SVO-L1s for L2ers: Czech (synthetic; highly-inflectional; active agreement) and English (analytic; little inflection; less-active agreement), with emphasis on L2ers' understanding of two mismatch conditions (Table.1): (b) infelicitous but acceptable contingent upon the speaker's relation to the addressee (honorifiable-subject + no-honorific-suffix) versus (c) ungrammatical (non-honorifiable-subject + honorific-suffix).28 L1-Czech learners (CZH; Mage=24.1; SD=2.8), 24 L1-English learners (USA; Mage=23.3; SD=4.2), and 40 native speakers of Korean (NSK; Mage=23.6; SD=4.1) participated in an acceptability judgement task (AJT). L2ers' Korean proficiency was measured separately; [8] their scores were above 94 (out of 188) and there was no statistical by-group difference in the scores (W=399, p=.251). Thirty-

two sentences (eight instances per condition), together with fillers, were split into four sub-lists and were randomly assigned to participants. We asked participants to rate the acceptability of each sentence as quickly as possible with a 6-point Likert scale (zero: very unacceptable; five: very acceptable). The duration from the first moment when a sentence was presented to the final decision for the acceptability of that sentence (RT) was also collected as a measure of the processing cost during AJT. After data-trimming (Figures.1-2), we fitted the AJT/RT data to the respective linear mixed-effects models in a pairwise (between-group) manner.Results(Figures.1-2 & Tables.2-3). Overall: all participants rated (a) and (d) very acceptable (above 4.5/5); L2ers spent more time than NSK for all the conditions. [(b)~(c)] Global (α=.05) & post-hoc (α=.025) analyses: NSK–CZH revealed main effects of Group/Condition and interaction in AJT, the locus of which was the higher acceptance of (c) for CZH*** than for NSK. NSK–USA revealed a main effect of Group and interaction in AJT, attributed to the inverse rating trend for (b) and (c) by USA*** compared to NSK. CZH–USA revealed a main effect of Group in AJT: whilst CZH demonstrated uniform acceptability rates for both conditions, USA rated (c)*** more acceptable than (b). In RT, we found a main effect of Group; additional analyses revealed that CZH* spent more time for (b) than USA.Together, our findings suggest L2ers' manifestation of intended L2 knowledge subject to L2 input characteristics (over-emphasising honorification -> accepting (c) illicitly) and L1 properties (agreement more active in Czech than in English -> CZH more sensitive to the agreement computation for (b), with increased processing cost, than USA). These factors, we argue, play an interactive role for constructing the aforementioned nature of L2 knowledge.

A comprehensive corpus of French by Mandarin L2 learners: focus on variation across different speaking styles
03:45PM - 05:15PM
Presented by :

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Martine ADDA-DECKER, Director Of Research At CNRS, University Of Paris 3 Sorbonne Nouvelle

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Just as for native speakers, the pronunciation of foreign or second language (L2) learners varies according to different speaking styles [1]. In this study, we present a corpus that serves as a diagnostic basis for an on-going pronunciation training program targeted at Mandarin learners of French and aim to characterize the Mandarin L2 accent in French at the segmental and pitch levels. More than 38000 vowels (excluding voiceless segments) extracted from 6h30' recording composed of isolated word (1h), text reading (4h) as well as spontaneous speech (1h30) of 20 Mandarin learners were analysed. The results will be compared to a parallel corpus of 10 French native speakers from the Parisian region which contains approximately 21000 vowels across the three different speech tasks and is in the process of being analysed. All the data were processed with the help of the LIMSI forced alignment system [2], and the acoustic vowel parameters were extracted with Praat [3]. The present contribution focuses on the production of oral vowels. Overall, the female learners showed a general "centralization" of the formants in the acoustic F1-F2 space as vowel duration decreased to around 50ms (see Figure 1.pdf). A one-way ANOVA shows that the differences of F2 values between /u, o, ɔ/ were not significant in the production of text reading and spontaneous speech, but significant in that of isolated words (see Figure 2.pdf). T he mid-vowels /oe, ø/ seemed to be difficult for Mandarin learners in general and were not differentiated in any of the first three formants. When realized in isolated words, the vowel /i/ in the glide context /ɥi/ approached /y/, especially for the segments shorter than 100ms (see Table 1.pdf). The tendency of /ɥi/ being substituted by /y/ is also seen in text reading and spontaneous speech. While the comparison to the native corpus will allow us to determine in detail to what extent the learners' pronunciation is less accurate in connected speech than in the word-isolated context, and at faster speaking rates than at lower ones, the present data suggest that different speaking styles should be included in the segmental pronunciation training program. Figures1-2: Mean F1 and F2 values of French oral vowels produced by the Mandarin female learners according to segment duration (Figure 1, high) and across different speaking styles (Figure 2, low)Table 1: Mean F1, F2 and F3 values of /i/ and /y/ by the Mandarin female learners in the production of isolated wordsReferences[1] Gut, U. (2009). Non-native speech: A corpus-based analysis of phonological and phonetic properties of L2 English and German (Vol. 9). Peter Lang.[2] Gauvain, J.L., Lamel, L. and Adda, G. (2002). The Limsi Broadcast News Transcription System, Speech Communication, 37(1-2):89-108. [3] Boersma, P. and Weenink, D. (1999). Praat, a system for doing phonetics by computer. Institute of Phonetic Sciences of the University of Amsterdam, report 132-182.

Rhetorical Questions in German-dominant Heritage Speakers
03:45PM - 05:15PM
Presented by :

Miriam Geiss, PhD Student, University Of Konstanz

Co-authors :

Maria F. Ferin, University Of Konstanz

Theodoros Marinis, University Of Konstanz & University Of Reading
Tanja Kupisch

Rhetorical questions (RQs) are syntactically interrogatives with the pragmatic function of an assertion signalling the speaker's attitude [1]. RQs can be distinguished from information-seeking questions (ISQs) through different cues, including prosodic and lexical-syntactic ones, e.g., discourse particles (DiPs). Research on the acquisition of RQs in general and their acquisition in heritage speakers (HSs) in particular is scarce. Research on HSs has mostly focused on their heritage language (HL) rather than their majority language (ML), for which monolingual-like competence is often assumed. Finally, previous research on the phonetic and phonological aspects of HSs has focused predominantly on segmental aspects, while suprasegmental properties, such as intonation, have only recently started to receive attention [2, 3].This study focuses on the acquisition of RQs in German-dominant adult HSs of Italian and addresses the following questions: 1. Which prosodic and lexical cues do they use when producing RQs in German? 2. Do they use different cues compared to German monolinguals (L1ers)? Eighty participants completed an elicitation task that provided RQ- and ISQ-eliciting contexts, together with a recorded model sentence, as in (1).Wer mag denn schon Bananen?! (RQ prosody)'Who likes DiP bananas?'Preliminary analyses (10 HSs, 10 L1ers) suggest that, phonologically, HSs and L1ers use the same nuclear contour, i.e., nuclear pitch accent and boundary tone (L*+H L-%, low rising accent on the object followed by a low boundary tone) to mark RQs (p = .99) and this contour is seldom used in ISQs (Figure 1. Proportion of nuclear contour across illocution type (ISQ vs. RQ) and group (L1 vs. HS).pdf). This is in line with previous studies on L1ers [4]. Phonetically, the stressed syllable tends to be longer in RQs than in ISQs (p = .06) for both groups. However, HSs produce longer stressed syllables in both illocution types compared to L1ers (p < .05), suggesting that HSs differ from L1ers at the phonetic level.With the complete data set, we will further explore whether differences can be found also at the phonological and lexical-syntactic level and discuss them in

light of cross-linguistic influence from the HL to the ML. More generally, the study adds to the growing evidence that CLI is not unidirectional from ML to HL, but that it can affect the ML as well [5].

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Session 5D
Format : Individual paper

Speakers

Lee Her, Student, Michigan State University

Anika Lloyd-Smith, Postdoctoral Researcher, University Of Konstanz

When schools and parents share a common language goal: Investigating Hmong family language policies in dual language immersion programs
03:45PM - 05:15PM
Presented by :

Lee Her, Student, Michigan State University

Congruent with Hua and Wei's (2016) call for "more attention to be paid to the diverse experiences of the individuals and to the strategies they use to deal with the challenges of multilingualism, rather than the overall patterns of language maintenance and language shift" (p.655), and concerning the bilingual turn in the United States context, as evidenced by the adoption of the Seal of Biliteracy in 44 states, this study seeks to investigate how the dynamic relationship between the home and the shifting school environment affect language choice and language policy for individual members in two Hmong-American families in California. The study also aims to contribute to the few family language policy (FLP) studies that consider how dual language immersion (DLI) programs in less commonly taught languages like Hmong shape FLP.This case study takes an ecological approach to FLP and combines the Douglas Fir Group's (2016) multi-level transdisciplinary framework for second language acquisition that looks at the micro, meso and macro levels with Epstein's (2011) partnership framework, which places the bilingual child within the home, school and community spheres to examine how parents and teachers perceive the relationship between the home and school settings. The combination of frameworks allows the study to trace individual family members' ideologies about bilingualism and their perception of the linguistic partnership between the school and home. Data collection spans ten months and includes interviews with each family member, language portraits, six Zoom recorded activity sessions, student photographs, audio of natural language use, and widely available online data about the DLI program. Data were thematically formulated on an ad hoc basis and analyzed in a recursive process in MAXQDA.Findings reveal that while both families enrolled their children into the DLI program for heritage language maintenance, they differed in their ideologies about bilingualism concerning literacy, cultural identity and most importantly, in how they viewed whether the school and home were a partnership for linguistic development. Family A viewed the school as the main source of Hmong teaching and stated that without the DLI program, the children would probably not learn Hmong at home. This view was directly reflected in their loose Hmong use at home. Family B viewed the school and home as a partnership where the home supplemented materials being taught at school and their view directly reflected their much more structured Hmong use at home. Altogether both families' accounts highlight how perceptions between DLI programs and the home setting shape FLP.The study concludes with implications for families considering dual language programs, limitations and a call for more research on how growing bilingual programs are positively or negatively shaping FLP.Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. The Modern Language Journal, 100(S1), 19–47.Epstein, J. L. (2011). School, Family and Community Partnerships: Preparing Educators and Improving Schools. Boulder, CO: Westview Press.Hua, Z., & Wei, L. (2016). Transnational experience, aspiration and family language policy. Journal of Multilingual and Multicultural Development, 37(7), 655–666. https://doi.org/10.1080/01434632.2015.1127928

Can policies prevent language loss? The case of North Sámi
03:45PM - 05:15PM
Presented by :

Anika Lloyd-Smith, Postdoctoral Researcher, University Of Konstanz

Co-authors :

Tanja Kupisch

In this study, we examine language use patterns and lexical proficiency in speakers of North Sámi in Norway and Sweden, and discuss the extent to which between-country differences can (partially) be explained by language policies. In language policy research, it is often difficult to assess the concrete effects of language planning on minority language behaviours, even if positive benefits are generally assumed (Siiner et al., 2018). We propose that a cross-country comparison of the North Sámi language in Sweden and Norway provides an interesting case, since the policies implemented in the two countries since the 1970s have varied, with Norway often considered a more favourable political-legal environment for the Sámi language (Outakoski, 2015). At the same time, little is known about existing proficiency levels in North Sámi, since most studies rely on self-reported measures (Vangnes, 2019). In an attempt to shed light on these issues, we present a subset of language data from a large-scale survey implemented in several northern municipalities in Sweden and Norway in 2021 (Bergmann et al., in prep.). In the language subset (a total of 125 participants in Norway and 172 in Sweden), participants completed a Yes/No vocabulary test in North Sámi (Gyllstad et al., in prep.) and answered questions about patterns of language use across the lifespan. In our analyses, we compare self-reported proficiencies, lexical proficiencies, and language use in the Sámi and non-Sámi populations, and across the two geographical contexts, Sweden and Norway. Preliminary analyses suggest a strong correlation between the amount of 'Sámi language use' and performance on the North Sámi vocabulary task ($r = .73$, $p > .001$). Between country differences were found for self-reported proficiency, which was higher in Norway, as were certain attitudinal measures, while scores on the North Sámi vocabulary task were similar across both countries. We discuss the extent to which the results might be reflective of the policies that were implemented in each context. KeywordsLanguage use, language policy, North SámiReferencesBergman, F., K. Holzinger, T. Kupisch, Lloyd-Smith, A., Schmid, S. P., & Yaşar, R. (in prep.). Ethnic identity, language use and proficiency in the Sámi in Norway and Sweden. (Data set paper)Gyllstad, H., Kupisch, T., & Lloyd-Smith. A. (in prep). Using Item Response Theory for developing a practical measure of language proficiency: The case of North Sámi. Outakoski, H. (2015). Multilingual literacy among young learners of North Sámi: Contexts, complexity and writing in Sápmi. (Doctoral thesis). Umeå Studies in Language and Literature 27. Umeå University.Siiner, M., Kupisch, T., & Hult, F. (2018). Language Policy and Language Acquisition Planning. Springer.Vangsnes, Ø. (2018). A propognosis for Sámi in education. Schools as a key to revitalization. SESAM Brown Bag seminar, Universitet i Tromsø.

Session 5E
Format : Individual paper

Speakers

Liivi Jakobson, Senior Lecturer In Swedish As A Second Language, Dalarna University

Marieke Vanbuel, Ghent University

Michał B. Paradowski, Associate Professor, Institute Of Applied Linguistics, University Of Warsaw

Investigating Teacher Written Commentary in a Second language from a Holistic Perspective with a New Feedback Analysis Model
03:45PM - 05:15PM
Presented by :

Liivi Jakobson, Senior Lecturer In Swedish As A Second Language, Dalarna University

Studies on teachers' written feedback in the L2 classroom has mainly concentrated on written corrective feedback (WCF), that is, the correction of grammatical and lexical mistakes and mechanics (Author 2018). However, teachers' feedback practices are holistic in the sense that feedback involves different categories. Research with more advanced students have shown that teachers comment extensively, not only on grammar, vocabulary, and mechanics but also focus on text-related categories (Magno and Amarles 2011). Thus, there is a divide between what research has focused on and the holistic nature of teachers' feedback practices. Inspired by hermeneutics (Gadamer, 2010), this study relates the whole and its parts and a new feedback analysis model from a holistic perspective is developed. Unlike previous L2-studies, this study adopts the main categories from Straub (1996), i.e. the focus, (what the teachers focus in comments) is separated from manners (how the teachers communicate with the students). The study was conducted in a web-based Swedish-as-a-Second-Language course and included three experienced teachers and their beginner-level L2 students of culturally diverse backgrounds. All communication between teachers and students took place in a learning management system without any physical meetings. The analysis of this study dealt with teacher feedback on 60 texts from 12 of the students with the aim to see what the teachers naturally paid attention to. The model for analyzing teachers' verbal comments is partly based on subcategories adopted from previous research models (Ferris et al. 1997; Hyland & Hyland 2001; Hyland 2001) but were also analysed inductively using coding, categorization and classification (Strauss 1987) and according to "the constant comparative method" (Lincoln & Guba 1985: 339). The analysis of feedback strengthens the importance of applying the main distinction between focus and manner in L2 contexts. Within focus, reinforcement of learning outcomes was a new category. Concerning focus, the teachers concentrated on language accuracy. Results also revealed that politeness and asking for information about the content were new categories within the main category manner. All three teachers gave mostly information, but also different forms of suggestions. There was also variation between teachers, for example, concerning praise.ReferencesFerris, Dana R., Susan Pezone, Cathy R. Tade, and Sharee Tinti. 1997. Teacher commentary on student writing: Descriptions and implications. Journal of Second Language Writing, 6: 155–182.Gadamer, Hans.- Georg. 2010 [1960]. Wahrheit und Methode. Grundzüge einer philosophischen Hermeneutik.Tübingen: Mohr Siebeck.Hyland, Fiona. 2001. Providing effective support: investigating feedback to distance language learners. Open Learning 16: 233–247. Hyland, Fiona, and Ken Hyland. 2001. Sugaring the pill. Praise and criticism in written feedback. Journal of Second Language Writing 79: 185–212.Lincoln, Yvonna. S., and Egon Guba. 1985. Naturalistic Inquiry. Sage.Magno, Carlo, and Arceli M. Amarles. 2011. Teachers' feedback practices in second language academic writing classrooms. The International Journal of Educational and Psychological Assessment 6: 21–30.Straub, Richard. 1996. The concept of control in teacher response: defining the varieties of "directive" and "facilitative" commentary. College composition and communication 47: 223–251.

The impact of instruction and educational background on gains in L2 receptive skills in adult learners. A longitudinal study
03:45PM - 05:15PM
Presented by :

Marieke Vanbuel, Ghent University

Co-authors :

Bart Deygers, Professor, Ghent University

While L2 instruction is generally considered to enhance, further advance or accelerate the acquisition of a second language (Loewen & Sato, 2017), the effectiveness of L2 instruction may differ relative to learners' educational background. Adult learners with no or disrupted formal education may not benefit from L2 instruction in the same way as more highly educated learners (Deygers & Vanbuel, 2021). Unfortunately, the effectiveness of L2 courses for learners with diverging educational backgrounds remains largely unexamined. To date, SLA research has been limited in terms of target population (Andringa & Godfroid, 2020) and study design (Plonsky 2013). Due to known problems of sampling bias, hardly any large-scale studies have examined L2 gains in adult L2 learners with diverging educational profiles. The few studies that have, have been cross-sectional in nature. Thus, in order to advance the understanding of instructed SLA in a wider sample of adult learners what is needed are large-scale, longitudinal, within-subject studies (Webb & Chang, 2015).In this study, we will examine what adult learners of Dutch as an L2 with diverging educational backgrounds gain from L2 instruction over a period of three months. Data are collected in February/March and May/June 2022 in a sample of 1500 learners in 150 classrooms by means of a listening and reading comprehension test (authors, forthcoming), the Peabody Picture Vocabulary Test in Dutch (Schlichting, 2005). A background questionnaire was administered to collect demographic data. We analyze the data by means of growth curve models. This will allow us to take into account salient differences between individual learners, such as both prior L2 skills and L2 gains over time (Steele, 2014). Based on the limited research available on lower-educated learners, we expect to find lower gains in these learners than in their higher-educated peers. This study will be the first SLA study to examine educational effectiveness in a large sample of adult L2 learners with diverging educational backgrounds longitudinally. ReferencesAndringa, S., & Godfroid, A. (2020). Sampling Bias and the problem of generalizability in applied linguistics. Annual Review of Applied Linguistics, 40, 134-142. Deygers, B., & Vanbuel, M. (2021). Gauging the impact of literacy and educational background on receptive vocabulary test scores. Language Testing (Online First), 1-21.Loewen, S., & Sato, M. (2017). The Routledge Handbook of Instructed Second Language Acquisition. New York: Routledge. Plonsky, L. (2013). "Study quality in SLA. An Assessment of Designs, Analyses, and Reporting Practices in Quantitative L2 Research." Studies in Second Language Acquisition, 35, 655-687.Schlichting, L. (2005). Peabody Picture Vocabulary Test-III-

NL. Nederlandse versie. Handleiding. Amsterdam: Harcourt Test Publishers.Steele, F. (2014). Multilevel Modelling of Repeated MeasuresData. LEMMA VLE Module 15, 1-64. (http://www.bristol.ac.uk/cmm/learning/course.html).Webb, S., & Chang, A. C-S. (2015). How does prior word knowledge affect vocabulary learning progress in an extensive reading program? Studies in Second Language Acquisition, 37, 651 – 675.

Language teachers' and learners' handling of emergency remote instruction: Findings from a large multi-country study

03:45PM - 05:15PM
Presented by :

Michał B. Paradowski, Associate Professor, Institute Of Applied Linguistics, University Of Warsaw

Co-authors :

Magdalena Jelińska, PhD Student, Institute Of Applied Linguistics, University Of Warsaw

Ekaterina Sudina, PhD Student, Department Of English, Northern Arizona University

Ali H. Al-Hoorie, Royal Commission For Jubail And Yanbu

Building on MacIntyre et al. (2020) and Mercer & Gregersen (2020), this exploratory study examines the transition to emergency remote instruction during the COVID-19 pandemic based on questionnaire responses from over 6,000 language learners and teachers from 118 countries. While a rich body of literature exists on distance language education, this refers to regular courses that had been planned in advance as fully online by design-conditions drastically differed from the circumstances imposed by the current pandemic.To examine how the stakeholders adapted to and coped with emergency remote instruction, we had constructed an original online survey composed of 441 items. Constructs of interest were derived from existing validated scales or scales developed specifically for this project. Exploratory and confirmatory factor analyses with direct oblimin, excluding items exhibiting cross-loading or low loadings (< .30), led to the development of over 30 new scales exhibiting acceptable to very good reliability indices (Cronbach's α: .72–.92, McDonald's ω_h: .75–.92) and adequate fit as indicated by TLI and RMSEA values.Responding to specific research questions, regression and other inferential analyses of instructors' responses revealed that: 1. teachers coped better when they worked in higher education: F=9.31, p< .001, ηp^2=.02 [.01;.04] and used synchronous delivery: t=−6.2, p< .001, d=.33 [.22;.43];   2. educators were more engaged in developing than economically developed countries: t=3.59, p< .05, d=.31 [.14;.48];   3. psychological overload was mediated by perception of student coping; 4. instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery; 5. on average, teachers felt that remote instruction depressed students' language progress by around 64% compared with in-person classes; 6. future learning outcomes were the biggest cause for concern in A1-level classes: β=.09, R^2=.51, p=.026; 7. the breakup of some constructs in clusters of naturally correlating variables (Fig. 1, uploaded) suggests that in crisis situations these may function differently than during 'business as usual', supporting the Strong Situation Hypothesis (see e.g. Meyer et al., 2010) and in line with Resnik and Dewaele (2021); 8. participants' coping behaviour and attitudes were moderated by multilingualism operationalized as weighted proficiency in languages spoken. Although 'more polyglot' teachers found remote teaching harder than initially expected (r =.223), they demonstrated more stability in their lives (−.278) and instruction (−.373) and were more likely to believe that they would come out unscathed (.252). They felt their students were coping well (.302), and their classes were longer (.271). Subsequently, we shift attention to factors distinguishing better- and worse-coping language learners. We then compare the teacher and student subsamples side-by-side to see whether Extraversion similarly or differentially affected Anxiety in the two cohorts. A two-step cluster analysis, combining the hierarchical and k-means clustering algorithms, revealed that Extraversion influenced Anxiety only in the instructor cohort (t=6.02, p< .001, d=.28 [.16, .42]).Time permitting, we will canvass the impact of other personality traits identified through EFA: among teachers Sociability, Self-compassion and appreciation, Patience, Competence, Organization, Emotional reactivity, Orientation onto others, Adaptability, Nonverbal expressiveness, and Reticence; among learners Organization, Adaptive Competence, Sociability, Self-compassion and Self-uncompassion.

03:45PM -
05:15PM

3120

Session 5F
Format : Individual paper

Speakers

Alexandra Vraciu, Lecturer, Universitat De Lleida

Yunjung Yunie Ku, Ph.D. Candidate, Georgetown University

Kristin Kersten, Professor Of SLA And English Language Teaching, Hildesheim University

Primary school children's use of interactional strategies in task-based peer interaction

03:45PM - 05:15PM
Presented by :

Alexandra Vraciu, Lecturer, Universitat De Lleida

Co-authors :

Elisabet Pladevall Ballester, Senior Lecturer, Universitat Autònoma De Barcelona

With the consolidation of communicative language teaching and task-based language teaching as mainstream approaches in foreign language instruction, there is a growing interest in what young learners (YLs) of English as a Foreign Language (EFL) can achieve communicatively when performing a task. An aspect of YL oral production in EFL which has recently come into the focus of SLA research is primary school children's use of interactional strategies in task-based peer interaction, on account of its numerous language learning and pedagogical implications (Philp et al., 2014; García-Mayo, 2018). The empirical evidence available to date indicates that children are able to negotiate for meaning, using a repertoire of interactional strategies, the quantity and quality of peer interaction depending on a number of mediating factors such as task type and proficiency level (García Mayo and Lázaro-Ibarrola, 2015; Lázaro-Ibarrola and Azpilicueta-Martínez, 2015, a.o.). Nonetheless, the majority of studies dealing with task-based peer interaction in YLs have not been conducted in classroom settings or as a result of pedagogical interventions.The present study aims at exploring the impact of metacognitive instruction on the amount and type of interactional strategies used in task-

supported peer interaction by primary school learners of EFL. Three groups of 6th grade Catalan/Spanish bilingual children aged 11-12 (25 children per group) participated in an 8-week pedagogical intervention (50 minutes per week). All groups did 30 minutes of focused task-based peer interaction per week (both collaborative and information-gap tasks). Before taking part in the tasks and for 20 minutes, one of the groups was given explicit instruction on interactional strategies (i.e conversational adjustments and corrective feedback strategies), the second group received explicit grammatical (past tense) and interactional instruction, whereas the third group participated in class EFL games on unrelated vocabulary. Oral production data was collected before and after the intervention by means of a focused collaborative picture narrative task.Our findings indicate that, after the intervention, the groups that received metacognitive instruction produced more interactional strategies, in particular lexical requests and corrective feedback, predominantly in the L2. This improvement was less evident with regard to conversational adjustments, even though the children used a wider range of adjustments, including comprehension checks. In the case of the group that received combined grammatical and interactional instruction, there was a decrease in the number of conversational adjustments used, pointing at a possible effect of increased accuracy on the need to negotiate for meaning in peer interaction. Our findings will be discussed in relation to SLA research on YLs and foreign language teaching in primary education.García-Mayo, M. P. (2018). Child task-supported interaction in the Spanish EFL setting. Research and challenges. International journal of English Studies, 18(2), 119-143.Lázaro-Ibarrola, A., & Azpilicueta-Martínez, R. (2015). Investigating negotiation of meaning in EFL children with very low levels of proficiency. International Journal of English Studies, 15(1), 1-21.Philp, J., Adams, R., & Iwashita, N. (2014). Peer interaction and second language learning. Routledge.

Do tests and tasks relate? Investigating TOEIC scores and interpersonal speaking performance
03:45PM - 05:15PM
Presented by :

Yunjung Yunie Ku, Ph.D. Candidate, Georgetown University

Co-authors :

Caitlyn Pineault, Graduate Student , Georgetown University

This study examines the extent that interlocutor perception, learners' self-perception, and their Test of English for International Communication (TOEIC) scores present a similar picture of a learners' ability to complete interpersonal speaking tasks. The original form of the TOEIC, a popular English proficiency test measuring workplace communication ability, was composed of listening and reading (L/R) skills and continues to remain popular among learners and employers to date. While additional speaking and writing modules have since been developed since the test's conception over three decades ago, most test-takers opt out of them because of the additional cost and the fact that they are often made optional by employers and higher education institutions (Booth, 2017). What remains underexplored is whether test-taker L/R scores alone are appropriate indicators of their ability to participate in workplace environments. Drawing on research examining whether one domain score (e.g., listening) can predict another domain score (e.g., speaking) (Powers & Powers, 2015), this study explores the extent to which TOEIC L/R scores accurately indicate learners' ability to navigate the various interpersonal interactions they likely face in a professional or academic environment. Fifteen Korean learners of English with current TOEIC scores participated in a series of tasks designed to replicate workplace interactions with a native English speaker with no knowledge of Korean. Conducted via Zoom, these tasks asked participants to describe routine processes, resolve conflicts, present new information, and navigate uncertainty in a professional context. Each task lasted between three and five minutes, depending on participant proficiency level. Immediately after each task, both the participants and the native speaker reflected on the various components of the interaction. Their reflection took place through an online questionnaire that included open and closed-ended questions selected from Robinson's (2001) self-assessment inventory. Upon finishing all tasks, participants then joined a second Zoom room where they completed a post-task interview in their native language, Korean, with another member of the research team. In this interview, participants were invited to elaborate on their experiences completing the interpersonal tasks. Descriptive and qualitative analyses were performed to examine emergent patterns across TOEIC score levels, participants' self-ranking, and the interlocutor perceptions. Participants were divided into three groups based on their TOEIC scores. Descriptive statistics for the Likert scale questionnaire items were compared across the groups as well as between each participant and the interlocutor. Thematic analysis on the qualitative data from the post-task interviews offered additional insight on participants' perceptions of their performance. Results focus on how learners' TOEIC scores align with their self-assessment and the interlocutor's perceptions of success on interpersonal speaking tasks. Findings reveal how TOEIC scores may relate to real-world task performance and the extent to which the L/R TOEIC score alone can predict one's potential for success in an interpersonal speaking interaction.The study concludes with implications relevant to prospective test takers, test score users, and instructors as they consider whether how L/R TOEIC scores may represent future "on-the-job" performance.

Effects of social status on L2 and cognition are mediated and moderated by interaction: Testing the Proximity Hypothesis
03:45PM - 05:15PM
Presented by :

Kristin Kersten, Professor Of SLA And English Language Teaching, Hildesheim University

Studies on factors influencing SLA show that learners' individual differences in language background/s, cognition, social factors, and L2 input present strong predictors for SLA. These factors are intrinsically intertwined; however, research on their combined and differential effects is scarce. Difficulties lie in the hierarchical nature of variables and their statistical effects. Some variables represent distal container variables ('socioeconomic status', 'migration background', 'school program'). They conceptually include other, proximal variables, such as parental or teachers' interaction with the learners. Proximal variables are aspects of social behavior or environment that induce concrete stimuli for the learner-internal system via direct interaction. While both distal and proximal factors can statistically predict development, only immediate proximal interaction with the environment can cause a change in the learner's internal system. In contrast, distal variables exert only indirect effects. Statistically, this can be expressed as mediating or moderating effects of the proximal variable on the relationship between distal and internal variables.According to the Proximity of Stimulation Hypothesis (Kersten, 2022), if a distal factor predicts development, this influence will be mediated or moderated by proximal stimuli. To test this hypothesis, two studies were carried out that investigate mediating and moderating relationships between distal and proximal variables affecting internal learner variables. Study 1 investigates data from 93 primary school L2-learners of English (43 female, mean age 9;6) from conventional (n=31) and bilingual (n=62) foreign language programs in Germany. Variables include socioeconomic status (SES) and school program (distal), parental and teacher input and interaction (proximal), and working memory, phonological awareness, and lexical and grammatical L2 comprehension (internal). Variables

were operationalized using standardized instruments. Parental interaction was elicited via a questionnaire adapted from PISA (2018), and teacher input and interaction via the Teacher Input Observation Scheme (TIOS1). Structural equation modeling (SEM) was carried out to account for nested data structure, showing a good model fit (p=.091, CFI=968, RMSEA=.069). Results reveal that the effect of distal SES on working memory is partially mediated by parental interaction, and the effect of school program on L2 grammar comprehension is partially mediated by teachers' input quality.For Study 2, an online survey was carried out with n=39 L2-English teachers and n=37 teachers in German classrooms (grades 4-6). It elicited teachers' input strategies via TIOS, and students' language proficiency in L2-English (n=690) and L1-German (n=836) via CEFR descriptors. Two moderation analyses showed that proximal teachers' input quality moderated the effect of distal SES on learners' language proficiency with regard to English and German. These results show that input- and interaction-related strategies are able to buffer negative social effects in (S)LA, and are transferable to language-sensitive teaching in learners' first language.Mediating and moderating effects in both studies lend support to the Proximity Hypothesis.1https://www.researchgate.net/publication/340096869_Teacher_Input_Observation_Scheme_TIOS_and_ManualKersten, K. (2022). The Proximity of Stimulation Hypothesis: Investigating the interplay of social and instructional variables with the cognitive-linguistic skills of young L2 learners. In K. Kersten, A. Winsler (eds.), Understanding variability in second language acquisition, bilingualism, and cognition – A multi-layered perspective. Routledge.

Session 5G
Format : Individual paper

Speakers
Henri Kauhanen, University Of Konstanz

Fernando Martín-Villena, PhD Student, Universidad De Granada

Eva Koch, PhD Candidate, Vrije Universiteit Brussel

Variational learning and SLA: Modelling the L2 acquisition of Spanish tense and aspect
03:45PM - 05:15PM
Presented by :

Henri Kauhanen, University Of Konstanz

Co-authors :

Fernanda Barrientos , University Of Konstanz

Variational learning (VL) is a popular framework for modelling L1 acquisition and language change [1]. Its use in elucidating SLA data has so far remained limited, however [2]. In this contribution, we describe how VL models can be fit to longitudinal learning data, and report that these models sometimes outperform more flexible but less theoretically motivated statistical models in explaining the L2 acquisition of Spanish tense and aspect.The acquisition of grammatical aspect has been conceptualised in generative approaches as the acquisition of a [±perfective] feature. In Spanish, past tense morphology encodes both tense and aspect, for which two past tenses may be used: while the Preterite marks the completeness of an action performed in the past, the Imperfect denotes imperfective aspect, which may encompass habitual, continuous or progressive meanings. On the other hand, English has an inherent [+perfective] feature [3]. Thus, the L1 English/L2 Spanish speaker's learning task is to acquire a consistent mapping between Preterite/Imperfect morphology and perfective/imperfective semantics.We employ the LANGSNAP corpus [4], which consists of production data from 27 L2 learners over a period of 20 months. Two native speakers of Spanish analysed the corpus data, tagging the learners' productions of Preterite and Imperfect as either correct or incorrect depending on the semantic context in question. We fit four models to these data using maximum likelihood estimation and Akaike's Information Criterion: NL, a model of no learning that assumes a constant probability of employing the two tenses; OVL, an ordinary VL model in which the learner's accuracy increases monotonically over time towards full accuracy; MVL, a modified VL model which imposes a ceiling on eventual attainment; and GAM, a Generalised Additive Model with cubic splines that can account for nonmonotonic (e.g. U-shaped) learning trajectories.After pruning 10 learners who attest no change (best-fitting model is NL), we examine the remaining 17 speakers who show evidence of learning over the duration of the corpus. Seven learners are best described by the GAM, as their learning trajectories exhibit nonmonotonic reversals. For the remaining 10 learners, however, the OVL or MVL model produces a fit that is at least as good as, and in some cases better than, the GAM's. Since the OVL and MVL models have a foundation in learning theory - unlike the GAM - we regard this as substantial support for the VL framework. We suggest that future work should, however, look for ways of extending VL models so that nonmonotonic learning trajectories can be derived as explicit mathematical predictions.[1] Yang, C. D. (2002) Knowledge and learning in natural language. OUP.[2] Rankin, T. (2014) Variational learning in L2. Linguistic Approaches to Bilingualism, 4(4), 432-461.[3] Montrul, S. & Slabakova, R. (2002). The L2 acquisition of morphosyntactic and semantic properties of the aspectual tenses Preterite and Imperfect. In Pérez-Leroux A. & Liceras, J. (Eds.), The acquisition of Spanish morphosyntax, 115-151. Kluwer.[4] Tracy-Ventura, N., Mitchell, R. & McManus, K. (2016) The LANGSNAP longitudinal learner corpus. In Alonso-Ramos, M. (Ed.), Spanish learner corpus research, 117-142. Benjamins.

L1 morphosyntactic attrition in early immersed and instructed L1 Spanish-L2 English bilinguals
03:45PM - 05:15PM
Presented by :

Fernando Martín-Villena, PhD Student, Universidad De Granada

Co-authors :

Cristóbal Lozano, Associate Professor (tenured), Universidad De Granada

Antonella Sorace, University Of Edinburgh

Previous studies on L1 morphosyntactic attrition have primarily investigated immersed late bilinguals with extensive L2 exposure (e.g., over 5 years in Chamorro et al., 2016; or 6 in Tsimpli et al., 2004). However, little is known about the potential changes experienced in bilinguals' L1 during the first five years of L2 exposure in an immersion setting. Additionally, the (in)stability of an L1 in instructed late bilinguals has also been overlooked. Thus, our study will fill these gaps by exploring how the L1 of L1Spanish-L2English immersed and instructed bilinguals might change in the production and comprehension of subject anaphoric

expressions, a domain which has shown to be vulnerable for attriters (Chamorro & Sorace, 2019; Gürel, 2019). 207 L1Spanish-L2English participants (33 beginners, 81 advanced instructed learners in Spain, and 93 immersed learners in the UK) completed two oral video-retelling tasks and a picture selection task (PST) which tested the predictions from the Position of Antecedent Strategy (Carminati, 2002), i.e., whether null pronouns select subject antecedents and overt pronouns bias towards object antecedents. Data were also collected from a background questionnaire (Bilingual Language Profile, Birdsong et al., 2012), which provided a continuous dominance score. Firstly, the production tasks triggered the use of 3rd person singular subject anaphora in topic continuity (TC), where null pronouns are expected in native Spanish (Lozano, 2016; Martín-Villena & Lozano, 2020). All 3rd person subject anaphoric expressions (N=9225) in TC were analysed using a fine-grained tagset implemented in the UAMCorpusTool (O'Donnell, 2009), which provides χ^2 statistics. Secondly, the PST (adapted from Tsimpli et al., 2004) contained 20 experimental items where a main clause, with two potential same-gender antecedents in subject and object position respectively, was followed by a subordinate clause introduced by either cuando('when')/mientras('while') with either a null or an overt pronoun. Participants selected which picture (subject vs. object bias) best matched their interpretation of the sentence. The data from the PST were analysed using linear mixed-effect models in R (Bates et al., 2015), and the final model included Pronoun (overt/null), Conjunction (while/when), the BLP score and Group (beginners/instructed-advanced/immersed-advanced) and their interactions in the fixed-effect structure, and the maximal converging random-effect structure allowed by the design. The results from the production tasks show that advanced L1Spanish-L2English bilinguals significantly produce more unexpected overt anaphoric expressions in TC than beginners overall, with significant differences between the two advanced bilingual groups. Additionally, the results from the PST indicate that 1)the two advanced bilingual groups differed from beginners only in the overt pronoun condition, and 2)that the more dominant instructed and immersed participants were in English as measured by the BLP, the more flexible their interpretation of the overt pronoun was, biasing more towards the subject (Chamorro et al., 2016). These results shed light on the unexplored initial stages of L1 morphosyntactic attrition in immersed bilinguals, provide new evidence of variability in the L1 in advanced instructed bilinguals and call for the use of continuous measures to investigate gradience in bilingualism.

The predictive processing of regular and subregular verb number markings in German as a first and second language
03:45PM - 05:15PM
Presented by :

Eva Koch, PhD Candidate, Vrije Universiteit Brussel

Co-authors :

Bram Bulté, Vrije Universiteit Brussel
Alex Housen
Aline Godfroid, Michigan State University

Our ability to engage in fast, efficient language use is facilitated by predictive sentence processing, referring to the rapid integration of various kinds of incoming linguistic and contextual information to pre-activate expected upcoming linguistic information before it is actually encountered in the input. While first-language (L1) speakers have been found to use a wide range of linguistic cues predictively (Huettig, 2015; Pickering & Gambi, 2018), less is known about second-language (L2) predictive processing. L2 speakers appear to exploit semantic information predictively, but studies using morphosyntactic cues have produced mixed outcomes (Godfroid, 2020). Furthermore, much is left to explore regarding the factors that modulate L1 and L2 prediction.Our study further explores morphosyntax-based prediction by testing whether adult L1 (n = 31) and advanced L2 (n = 30) speakers of German can use the grammatical number information encoded in German verb morphology to generate predictions during listening, and the influence of working memory, awareness of the predictive cue, and several L2-related individual differences thereon. We conducted two visual-world eye-tracking experiments, differing in their target structure: while experiment 1 used productive German verb inflection as a predictive cue (regular ,'weak' conjugation through affixation), experiment 2 focused on unproductive inflection (irregular, 'strong' conjugation through stem allomorphy). Participants heard German sentences (in VSO word order) and had to match each sentence with one of two pictures, displaying identical action scenes but varying in the number of agents. The number information provided by the verb allowed participants to predict whether the upcoming subject would be singular or plural.Both target structures yielded significant prediction effects – measured as predictive looks towards the target picture and predictive button-presses – in both groups. Prediction started somewhat later in the reaction-time data of the L2 group than in the L1 group, and emerged also later when it was based on stem allomorphy than when it was based on affixes. Higher working memory scores were linked to faster predictive presses. In the L2 group, prediction overall was facilitated when general proficiency was high; moreover, a lower age of onset of learning German had a beneficial effect on affix-based predictive presses, and a higher general frequency of using German in daily life facilitated allomorphy-based prediction. Post-experiment debriefings revealed that predictive processing was of an aware and strategic kind in experiment 1; in experiment 2, only half of the participants had become aware of the stem allomorphy as a predictive cue, yet awareness did not appear to modulate prediction. These findings suggest a clear reliance on subtle morphosyntactic cues during online processing in both L1 and L2 German.References:Godfroid, A. (2020). Eye tracking in second language acquisition and bilingualism: A research synthesis and methodological guide. Routledge. https://www.routledge.com/Eye-Tracking-in-Second-Language-Acquisition-and-Bilingualism-A-Research/Godfroid/p/book/9781138024670 Huettig, F. (2015). Four central questions about prediction in language processing. Brain Research, 1626, 118–135. https://doi.org/10.1016/j.brainres.2015.02.014 Pickering, M. J., & Gambi, C. (2018). Predicting while comprehending language: A theory and review. Psychological Bulletin, 144(10), 1002–1044. https://doi.org/10.1037/bul0000158

03:45PM - 05:15PM

Session 5H
Format : Individual paper

MIS10
01.04

Speakers
Xi Yu, Ph.D. Student, University Of Western Ontario
Nathalie Dherbey, Fribourg University, Institut De Plurilinguisme, Fribourg University, Institut De Plurilinguisme
Suhad Sonbul, Assistant Professor, Umm Al-Qura University

Learning Multiword Items Through Dictation and Dictogloss: How Task Performance Predicts Learning Outcomes
03:45PM - 05:15PM

Presented by :

Xi Yu, Ph.D. Student, University Of Western Ontario

Co-authors :

Frank Boers, University Of Western Ontario, University Of Western Ontario
Paul Tremblay, Assistant Professor, University Of Western Ontario

Current evidence points to the usefulness of mastering multiword items in enhancing second language learners' (L2) target language proficiency. However, research on classroom activities that foster productive knowledge of FSs remains rather scarce. This presentation reports a quasi-experimental study which compared the effectiveness for multiword item learning of three listening-based activities: dictation, dictogloss, and answering text comprehension questions. In a dictation, students write down segments of text immediately after listening to them, whereas in dictogloss students try to reconstruct the text from memory. Chinese learners of English as a foreign language (N = 142) first engaged in one of the three listening activities, were then given the transcript and used a different colour to make corrections to what they had written down during their respective listening tasks. The learners were given an unannounced immediate and a two-week delayed posttest concerning 10 expressions from the text. Multilevel modeling was used to analyze the results. Both dictation and dictogloss led to better scores than answering comprehension questions in the immediate posttest but this advantage diminished in the delayed test. Dictation and dictogloss generated similar learning outcomes overall, but items that were successfully retrieved during the dictogloss activity rather than rectified afterwards with the aid of the transcript stood the best chance of being recalled. This indicates the benefits of retrieval and suggests that dictogloss can be comparatively effective provided it is implemented in a way that promotes accurate retrieval at the text-reconstruction stage.

Phonological form-focused teaching promotes the learning of L2 receptive vocabulary
03:45PM - 05:15PM
Presented by :

Nathalie Dherbey, Fribourg University, Institut De Plurilinguisme, Fribourg University, Institut De Plurilinguisme

Co-authors :

Raphael Berthele, Université De Fribourg, Université De Fribourg

The ability to learn new words is associated with the ability to repeat phonological forms (for a review: Gathercole, 2006). However, teaching of L2 vocabulary rarely involves an explicit or an implicit focus on phonological representations. Based on the hypothesis that teaching the phonological forms enhances the learning of L2 receptive vocabulary, we compare what effects a phonological form-focused teaching and a communicative method have on L2 receptive vocabulary learning.Our participants are 127 Swiss German teenagers (mean age 12;6) learning French as a foreign language at the mandatory school. These low proficiency learners (level A1-A2) were taught either following a phonological form-focused explicit method or a communicative method. The learning objectives were similar in terms of phonemes, vocabulary and recruited skills. In each class, participants were randomly assigned to two groups that followed one or the other teaching method for six weeks (total lasting of instruction 4 hours).The two teaching methods aimed at enhancing pronunciation, discrimination, knowledge of phoneme-grapheme correspondences and orthography of words containing two French phonemes. These two phonemes, the nasal vowel /õ/ and the voiced fricative /ʒ/, are known to be difficult to learn (Ruellot, 2014). The effects of the two teaching methods were evaluated in a pre-, immediate post- and delayed post-test design.Five tasks were repeatedly administered: Receptive vocabulary was assessed by a Yes/No task, pronunciation by a repetition task, discrimination by an AX task, grapheme-phoneme correspondences by an identification task of written form corresponding aural nonwords, and maintaining in working memory by a nonword repetition task. Linear mixed models were fitted to the data to test for differences across treatments and target phonemes.Overall, the results indicate that participants made significant progress in all five tasks, with no significant difference between the two teaching methods. However, differences between the teaching methods were observed depending on the interaction between the task and the phoneme at play. For /õ/, communicative teaching led to a significantly greater improvement in discrimination. For /ʒ/, the phonological form-focused teaching led to a significantly greater improvement in discrimination, pronunciation, and phoneme-grapheme correspondences. For receptive vocabulary, no significant difference was observed between the two teaching methods.The similar increase in receptive vocabulary regardless of teaching method is in line with the assumption that knowledge of phonological forms is essential for vocabulary learning by low proficiency learners of a foreign language. Participants explicitly instructed on the phonological forms are able to identify the words as well as participants instructed on word meaning. Teaching L2 phonological forms when teaching vocabulary seems to contribute to new word learning, especially for items containing contrastively difficult phonemes. We conclude by discussing the meaning of our results for vocabulary learning in young learners in a school context.Gathercole, S.E. (2006). Nonword repetition and word learning: The nature of the relationship. Applied Psycholinguistics, 27, 513-543.Ruellot, V. (2014). Introducing French nasal vowels at the beginner level: A demystification. Pronunciation in second language learning and teaching, 151-155.

An eye-tracking investigation of L2 novel-binomial acquisition: Is it 'black and white' or 'white and black'?
03:45PM - 05:15PM
Presented by :

Suhad Sonbul, Assistant Professor, Umm Al-Qura University

Co-authors :

Dina El-Dakhs, Associate Professor, Prince Sultan University
Kathy Conklin, Professor, University Of Nottingham
Gareth Carrol, Senior Lecturer, University Of Birmingham

Preference for one direction of binomials (black and white) over the other (white and black) is assumed to have historical and cognitive bases (Goldberg & Lee, 2021). When it comes to acquisition, Conklin and Carrol (2021) showed that first-language (L1) users can extract such direction preferences for novel (invented) binomials after as few as four encounters. But what about second-language (L2) speakers who might not process lexical patterns as easily as L1 users (Christiansen & Arnon, 2017)? No research to date has addressed this question. The present study aims to fill this gap by recording L2 speakers' eye-movements as they process novel binomials in context.Thirty-nine L2 speakers of English (L1 Arabic) read three short stories seeded with 12 existing binomials (black and white) and 20 novel binomials (bags and coats). The existing binomials appeared once in their forward (conventional) form and once in their reversed form. The novel binomials appeared in their experimentally

defined forward form in different frequency conditions (two versus four encounters). After all encounters with the forward form, the novel binomial was presented in its reversed form to examine sensitivity to direction. We analyzed first-pass reading times and total reading times for whole binomials and individual words using mixed-effects modelling in R. Results showed no advantage for existing binomials (black and white) over their reversed forms (white and black) for our L2 speakers (cf. Siyanova-Chanturia et al., 2011). As for the novel binomials, L2 speakers read subsequent encounters significantly faster than initial ones for both frequency conditions. More importantly, the final reversed form also led to a processing advantage; suggesting that L2 speakers process the reversed form of a novel binomial as another encounter, ignoring the direction preference. We discuss the results in terms of usage-based models of language acquisition and consider their implications for L2 learners of formulaic language.ReferencesChristiansen, M. H., & Arnon, I. (2017). More than words: The role of multiword sequences in language learning and use. Topics in Cognitive Science, 9(3), 542-551.Conklin, K., & Carrol, G. (2021). Words go together like 'bread and butter': The rapid, automatic acquisition of lexical patterns. Applied Linguistics, 42(3), 492-513.Goldberg, A. E., & Lee, C. (2021). Accessibility and historical change: An emergent cluster led uncles and aunts to become aunts and uncles. Frontiers in Psychology, 12, 1418.Siyanova-Chanturia, A., Conklin, K., & Van Heuven, W. J. (2011). Seeing a phrase "time and again" matters: The role of phrasal frequency in the processing of multiword sequences. Journal of Experimental Psychology: Learning, Memory, and Cognition, 37(3), 776.

05:15PM - 05:30PM

Foyer

Break

05:30PM - 06:30PM

Aula Magna

EuroSLA General Assembly

07:00PM - 10:30PM

Restaurant Le souffleur - Théâtre Nuithonie

Conference dinner

Restaurant Le souffleur - Théâtre Nuithonie

08:30AM - 10:30AM

3113

Session 6A
Format : Colloquium

Speakers
Anke Lenzing, Professor, Innsbruck University

Manfred Pienemann, Professor Of English Linguistics, Paderborn University

Howard Nicholas, Adjunct Professor, La Trobe University

Moderators
Kristin Kersten, Professor Of SLA And English Language Teaching, Hildesheim University

An alternative proposal for the application of dynamical systems theory to SLA
08:30AM - 10:30AM
Presented by :

Anke Lenzing, Professor, Innsbruck University

Co-authors :
Manfred Pienemann, Professor Of English Linguistics, Paderborn University

Howard Nicholas, Adjunct Professor, La Trobe University

Dynamical systems theory (DST) is a mathematical theory. In that form DST has been applied to many fields in the natural sciences and engineering. As several authors have shown (see Feldman 2019, Mitchell 2009, Strogatz 2015), DST can in principle be applied to fields that are amenable to mathematical modelling and this kind of fully operationalised application of DST to such fields yields testable predictions for dynamic processes specific to that field. Various authors (e.g., Larsen-Freeman 2012) decided that DST should be applied to SLA without its mathematical core and argue for an application at a metaphorical level. In this colloquium we explore an alternative. We ask 'Can a mathematically-based DST be applied to SLA as it was in science?' We do not intend to compare this alternative with the perspective established by Larsen-Freeman and colleagues. Such an exercise would be interesting only once the mathematically-based alternative has been sketched out in sufficient detail to be testable. In this colloquium we will focus on some of the fundamental issues involved in implementing a mathematically-based DST approach to SLA, i.e., to a field outside the science arena: Which aspects of SLA can be operationalised in such a way that they can be implemented using DST-based mathematical models? What is the status of predictions in DST and in its application to SLA? When are predictions possible? How can we capture the constraints that operate on 'chaos'? How can developing linguistic systems be modelled according to the mathematical requirements of DST and with non-specialist training in mathematics? What are the implications of our alternative approach for L2 pedagogy? All papers result from collaboration between the three presenters, but each author will take responsibility for the presentation of an individual paper in the colloquium. As the discussant Professor Dr Kristin Kersten Professor of SLA and English Language Teaching, University of Hildesheim, Germany will open up key threads between the papers and critical issues for wider discussion with the audience.References:Feldman, D. P. (2019). Chaos and dynamical systems. Princeton: Princeton University Press.Larsen-Freeman, D. (2012). Complex, dynamic systems: A new transdisciplinary theme for applied linguistics? Language Teaching 45(2), 202-214.Mitchell, M. (2009). Complexity. A guided tour. New York: Oxford University Press.Strogatz, S. H. (2015). Nonlinear dynamics and chaos. With applications to physics, biology, chemistry and engineering (2nd edition). Boulder: Westview.

Some mathematical fundamentals of dynamical systems. Paper 1 in the proposed colloquium, 'An alternative proposal for the application of dynamical systems theory to SLA'
08:30AM - 10:30AM
Presented by :

Anke Lenzing, Professor, Innsbruck University

Co-authors :
Manfred Pienemann, Professor Of English Linguistics, Paderborn University

Howard Nicholas, Adjunct Professor, La Trobe University

This paper addresses some of the challenges that arise when applying dynamical systems theory (DST) to second language acquisition (SLA). We argue that any attempt to pursue this endeavour beyond a mere metaphorical level needs careful consideration of some of the core mathematical concepts underlying DST. In this paper, we explain key concepts of DST and discuss the lessons of dynamical systems that are potentially relevant to the study of SLA. The concepts include the nature of dynamical systems, the notion of nonlinearity, the butterfly effect as well as the mathematical understanding of 'chaos' (Feldman 2012, 2019; Strogatz 2015). A key focus will be on the issue of predictability and the constraints on chaos. We introduce the logistic map, which is considered to be a prime example of a dynamical system, as "it illustrates many of the fundamental notions of nonlinear dynamics" (Saha & Strogatz 1995, 42). Using the logistic map, we demonstrate the essentially deterministic nature of dynamical systems. This has crucial implications for the scope of and relationship between order and chaos together with their predictability. This mathematical approach to chaos contrasts with the common understanding of the latter term that equates chaos with unpredictability and/or randomness. We demonstrate that the emergence and the scope of chaos in dynamical systems can be predicted with great precision. Building on these insights, we argue that taking a mathematically-based DST perspective on SLA can allow for predictions related to selected aspects of both development and variation. This dynamical perspective on SLA is compatible with testable predictions about L2 developmental trajectories that are shared between learners. At the same time, this view does not conflict with the view of language as a complex system and the fact that there is substantial individual learner variation in L2 acquisition. We argue that prediction and

explanation are key tenets in SLA research and that applying DST to SLA by taking the core mathematical basis into account has the potential to enhance our understanding of the complex processes involved in SLA. References:Feldman, D. P. (2012). Chaos and fractals. An elementary introduction. Oxford: Oxford University Press. Feldman, D. P. (2019). Chaos and dynamical systems. Princeton: Princeton University Press.Saha, P. & S. H. Strogatz (1995). The birth of period three. Mathematics Magazine, 68(1), 42-47.Strogatz , S. H. (2015). Nonlinear dynamics and chaos. With applications to physics, biology, chemistry and engineering (2nd edition). Boulder: Westview.

Dynamical systems theory applied to the simulation of L2 simplification
08:30AM - 10:30AM
Presented by :

Manfred Pienemann, Professor Of English Linguistics, Paderborn University

Co-authors :

Anke Lenzing, Professor, Innsbruck University

Frank Lanze, Co-chair, Linguistic Engineering Co.

Howard Nicholas, Adjunct Professor, La Trobe University

Dynamical systems theory applied to the simulation of L2 simplification: Paper 2 in the proposed colloquium, 'An alternative proposal for the application of dynamical systems theory to SLA'L2 simplification is one of the key areas in which learner variation manifests itself. In this paper we examine the role of the internal dynamics of the developmental pathways of L2 simplification and its differential effect on inter-learner variation. More specifically, we will demonstrate that the specific variational pathways chosen by individual learners determine whether the learner stabilises as a result of the developmental dynamics inherent in her or his interlanguage system.In our approach L2 developmental dynamics are treated as a dynamical system as defined in dynamical systems theory (DST). As several authors have shown (see Feldman 2019; Mitchell 2009, Strogatz 2015), DST can in principle be applied to fields that are amenable to mathematical modelling and this kind of fully operationalised application of DST to such fields yields testable predictions for dynamic processes specific to that field. In our approach we have operationalised such a mathematical application of DST to SLA by using an established agent-based modelling environment called NetLogo (Wilensky 1999). Using NetLogo we have developed an agent-based model of L2 simplification.We demonstrate that our AI simulation model is capable of simulating the time course of L2 simplification processes focussing on equational structures. We validate these simulations by comparing them with the time course of the simplification of equational structures produced by five SLA learners who were studied longitudinally over periods lasting from 12 to 18 months. This also includes a precise match of the initial state and the time intervals between the simulations and the natural L2 data. Each of the five longitudinal studies is based on spontaneously produced L2 data that were fully transcribed. The empirical validation of the simulations is based on a full quantitative analysis of the natural L2 data. The validation process reveals that the simulations closely match the naturally occurring L2 simplification processes based on measures such as the Normalized Root-Mean-Squared Error. Our results suggest that in future studies it may be viable to use L2 simulations in situations where natural data are hard or impossible to be obtained.Using the NetLogo platform has a strategic advantage for the feasibility of applying the mathematical formalisms of DST to SLA: researchers can make their ABMs available to the research community. This strategy reduces the formal requirements for new researchers to enter the field of maths-based DST research in SLA.Feldman, D. P. (2019). Chaos and dynamical systems. Princeton: Princeton University Press. Mitchell, M. (2009). Complexity. A guided tour. New York: Oxford University Press. Strogatz, S. H. (2015). Nonlinear dynamics and chaos. With applications to physics, biology, chemistry and engineering (2nd edition). Boulder: Westview. Wilensky, U. (1999). NetLogo. http://ccl.northwestern.edu/netlogo/. Center for Connected Learning and Computer-Based Modeling, Northwestern University, Evanston, IL.

Rethinking the chaos narrative in relation to L2 pedagogy: Paper 3 in the proposed colloquium, 'An alternative proposal for the application of dynamical systems theory to SLA'
08:30AM - 10:30AM
Presented by :

Howard Nicholas, Adjunct Professor, La Trobe University

Co-authors :

Manfred Pienemann, Professor Of English Linguistics, Paderborn University

Anke Lenzing, Professor, Innsbruck University

This paper engages with the pedagogic consequences of claims made that all aspects of L2 learning are equivalent in their complexity at all times and that patterns of individual variation cannot be mapped onto patterns identified for groups (Lowie & Verspoor 2019). The consequences of claims such as this are seen in Fogal (2020), who, in support of an argument that there is extensive and meaningful variability in the course of L2 development claims that traditional SLA perspectives are linear and unidimensional. We argue for an alternative understanding that positions variation in a continuing and precisely-specified relationship to predictable sequences of development (for some L2 features) such that these sequences co-exist with variation within and between learners. Our argument is not that there is no variability. Instead, we argue that the significant, observable and potentially predictable variation is PART of a larger picture that includes shared, predictable sequences of development. Using data derived from our investigation of L2 stabilisation, we show how the pedagogic implications of the two co-existing but different developmental and variational dimensions have different pedagogic correlates and consequences. We show how this position overcomes the dichotomy between development and variation that is foregrounded in metaphoric approaches to dynamical systems.We discuss the nature of the evidence for predictable sequences in L2 learning and the linguistic and methodological constraints that are associated with those claims. We show how this view of predictable sequences can be reconciled with a view of language use as complex and dynamic and highlight the analytic techniques that are required to support the claim.In addressing the above relationships, we point to the necessity of nuancing the claimed relationships between language, language use and language learning. We provide evidence in support of a less simplistic view than the claim that all aspects of all three of these phenomena are similarly dynamic in similarly complex ways.Using the outlines of the mathematically-informed approach presented in the two other papers in this colloquium, we provide examples to show how L2 pedagogy requires a view that coherently and consistently relates

shared learning sequences, learner variation and professional sensitivity to individual needs and creativity. Using some fo the insights from our work on stabilisation we point to examples of how regularity and variation intersect in both teacher decision-making processes and learning challenges.Fogal, G. (2020). Investigating variability in L2 development: Extending a complexity theory perspective on L2 writing studies and authorial voice. Applied Linguistics 41(4), 575-600.Lowie, W. & Verspoor, M. (2019). Individual differences and the ergodicity problem. Language Learning 69(S1), 184-206.

08:30AM - 10:30AM

3115

Session 6B

Format : Colloquium

Speakers

Kook-Hee Gil, Associate Professor, University Of Sheffield

Tania Ionin, Professor Of Linguistics, University Of Illinois At Urbana Champaign

Roeland Van Hout, Professor, RU Nijmegen

Dogus Can Oksuz, Research Associate , University Of Cambridge

Moderators

Lydia White, Professor Emeritus, McGill University

Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax
08:30AM - 10:30AM
Presented by :

Kook-Hee Gil, Associate Professor, University Of Sheffield

Co-authors :

Theodora Alexopoulou, Principal Research Associate, University Of Cambridge

Tania Ionin, Professor Of Linguistics, University Of Illinois At Urbana Champaign

Job Schepens, Postdoc, TU Dortmund

There is compelling empirical evidence that the linguistic distance between L1 and an additional language can influence broad acquisition outcomes; for example the linguistic distance between L1 and L3 Dutch, measured through a variety of lexical, morphological and phonological features, can predict attainment in the latter (Schepens et al 2016, 2020). Big data from assessment and teaching organisations enable empirical studies with a wide range of typologically diverse languages. One crucial question is if the predictive effect of linguistic distance on proficiency scores arises as an aggregate of individual similarities or whether broad typological features (e.g. presence vs. absence of agreement, word order) influence the acquisition of specific structures independently of similarities/differences of individual features. More generally, how can we connect findings from large scale empirical studies with insights from studies focusing on fine-grained L1-L2 variation? Answering these questions will shed light to our understanding of crosslinguistic influence and will have concrete implications for the increasingly multilingual classroom.This workshop will address the question of linguistic distance for the acquisition of morphosytnax in additional languages and its implications for education:Questions:1. How do we measure linguistic distance? Can we build on syntactic typology (e.g. Ceolin et.al.2021) to obtain measures of syntactic distance that can provide testable predictions for Ln acquisition? How do syntactic distance measures compare with measures of lexical, phonological and morphological distance?2. Can we distinguish effects of broad typological classifications from individual level similarities/differences? E.g. does the acquisition of the article depend solely on the availability of a congruent item in L1, or also on broader typological features of nominal structure (e.g. number vs. classifier) and more language general features such as word order or tense/aspect/mood (TAM)? Are L1 incongruent items acquirable at all?3. Can we assume that L1-L2 (typological) similarity is always facilitative for L2 acquisition? Or is it possible that similarity might mislead learners, leading to misanalysis and erroneous generalizations? 4. How does linguistic distance interact with other factors impacting on acquisition, e.g. age, education, socioeconomic background? To consider these questions we propose a colloquium of 4 presentations followed by one discussant and general Q&A. Presentations with questions addressed are: - Oksuz, Alexopoulou, Derkach and Tsimpli: The influence of L1 typology on the acquisition of the L2 English article: a large scale corpus study (Q1&2)- Schepens, Van Hout and Van Der Slik : "Linguistic distance effects in adult additional language learning: The relevance and interpretation of linguistic features " (Q1&4) - Tania Ionin: "Plural marking and cross-linguistic influence" (Q2 & 3)- Kook-Hee Gil: "Restructuring vs. development: when typological similarities do not facilitate L2 acquisition" (Q2&3)Discussant: Professor Lydia White (we aim to have a second discussant with a focus on education/social impact). References:Ceolin et.al. 2020, Frontiers in Psychology.Schepens et.al, 2016, Language Learning, 66(1). Schepens et.al. 2020, Cognition, 194.

Restructuring vs Development: when typological similarities do not facilitate L2 acquisition [For colloquium "Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax"]
08:30AM - 10:30AM
Presented by :

Kook-Hee Gil, Associate Professor, University Of Sheffield

This paper argues that typological similarity does not necessarily facilitate L2 acquisition. We present two sets of data in support: one from L2 acquisition of Korean wh-quantifiers by English, Japanese and Chinese speaking learners (Gil, Marsden, in press) and the other from L2 acquisition of English experiential constructions by Chinese and Korean speaking learners (Grillo et al. in progress). Both sets of data compare different L1 groups where the L1s contrast with each other with respect to a specific L2 target property, such that it involves different learnability tasks: (i) the L1 item has a micro variant of L2 item and the acquisiton requires (micro-)restructuring and (ii) the L1, typologically different, does not have a congruent item and the acquisition requires creating a new structure in L2 interlanguage. The findings in both studies show that the learners in (ii) perform better than those in (i). For instance, Gil and Mardsen (in press)

compare Chinese, Japanese and English speaking learners in L2 acquisition of Korean wh-quantifiers. Chinese and Japanese are typlogically closer (but not identical) to Korean with respect to the double function of wh morphemes: wh morphems are used as wh interrogatives in wh-questions, as well as as existential quantifiers (e.g., who = someone). This morphological paradigm is different in English where the wh morpheme is only used as wh-interrogative. In the test on the use of wh existential quantifiers in L2 Korean, the results showed that it was the English learner group who outperform the Chinese and Japanese learner groups. Similar findings were also shown in the study of L2 English experiential constructions. Grillo et al. (in progress) conducted a crosslinguistic survey of experiential constructions and propose three different types of languages. One type is where a language exploits an aspectual system to express experience such as English experiential perfect ('have you ever...?'). Chinese also belongs to this group and uses an aspectual particle 'guo'. Another type of language, such as Korean, uses an entirely different construction, namely, complex DPs in existentials. Grillo et al. tested Chinese and Korean speaking learners in L2 English experiential constructions. The results show that despite the closer item available and typologically similar, the Chinese group was outperformed by Korean learners whose task involves a development of new construction, entirely different from their L1. Both of these studies show that having a congruent item in L1 is not necessarily advantageous and that the restructuring from a micro-variant form in L1 can be more costly and harder than other L1 groups whose acquisition tasks involves a development of a new construction in L2.Selected referencesGil and Marsden (in press) "L2 Acquisition of Korean wh quantifiers: L1 transfer at the lexical mapping, in Tsoulas, G. (ed.) MIT Working Papers in Linguistics (Proceedings of Workshop on Altaic Formal Linguistics). Grillo, et al. (in progress) "The grammar of experience and the acquisition of NPIs: ever and any show different paths of acquisition in Chinese and Korean L2 speakers of English".

Plural marking and cross-linguistic influence (Colloquium: Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax)
08:30AM - 10:30AM
Presented by :

Tania Ionin, Professor Of Linguistics, University Of Illinois At Urbana Champaign

Adult second language (L2) learners are known to struggle with inflectional morphemes in their L2 (Slabakova 2008). While older morpheme order studies (e.g., Bailey et al. 1974) emphasized universality in the L2 acquisition of morphology, more recent approaches have, from different perspectives, emphasized the role of L1-transfer in this domain. On the Feature Reassembly Hypothesis (FRH, Lardiere 2009), learners transfer morpheme feature specifications from the L1 to the L2. On the Morphological Congruency Hypothesis (MCH), learners have difficulty with L2 morphemes that have no L1 equivalent, and lack automatized knowledge of such incongruent morphemes.This talk will discuss cross-linguistic influence with plural marking, in the L2 English of L1-Korean and L1-Mandarin speakers. The talk will focus on (i) whether these learners transfer morpheme feature specifications from their L1 to their L2; and (ii) whether they are able to integrate incongruent L2 morphemes into their Interlanguage grammar.The Korean plural marker -tul is optional in most contexts, but obligatory for expressing plurality with definites (Kim 2005). The Mandarin plural marker -men is optional with [+human] nouns and ungrammatical with [-human] ones (Li 1999). Choi & Ionin (2021, Exp.2) found that L1-Korean L2-English learners were more sensitive to missing plural marking with definites than L1-Mandarin L2-English learners, consistent with the link between definiteness and plural marking in Korean. At the same time, the two groups were equally sensitive to missing plural marking with indefinites, in contexts where no plural marker is required in their L1. These results contradict those of Jiang (2007) / Jiang et al. (2017), who found a complete lack of sensitivity to missing plural marking on the part of L1-Mandarin L2-English learners.In a new set of experiments, we delve deeper into the question of what L1-Mandarin L2-English learners know about English plural marking. We use four different tasks to examine learners' production, comprehension, grammaticality judgments, and online processing of the plural marker -s. In order to address the contradictory findings of prior studies, which used different cues to establish plurality, we compare how learners perform when the cue is a numeral (three books) vs. a quantifier (several books) vs. a partitive (three/several of the books) vs. no additional cue to plurality (the books). Data have been collected from 24 native English speakers and 32 L1-Mandarin L2-English learners, and data analysis is ongoing. Preliminary results show that the learners, while much less accurate than the native speakers, are sensitive to errors with plural marking both offline (in grammaticality judgments and written production) and online (in an online comprehension task; results from an online self-paced reading task are currently being analyzed). Pending further analyses, we tentatively conclude that while learners do have difficulty with morphemes that have no exact equivalent in their L1, consistent with the MCH and FRH, they are also able to acquire incongruent L2 morphemes. We consider these findings in light of whether L1-transfer should be construed in terms of broader grammatical constructions.

Linguistic distance effects in adult additional language learning: The relevance and interpretation of linguistic features.
08:30AM - 10:30AM
Presented by :

Roeland Van Hout, Professor, RU Nijmegen

Co-authors :

Job Schepens, Postdoc, TU Dortmund
Frans Van Der Slik, Professor, Retired, RU Nijmegen

Our previous studies demonstrated that different measures of linguistic distance explain a large part of the variability in additional language learning proficiency (Schepens et al., 2020). Proficiency was measured as a global score for four modalities speaking, writing, listening, or reading, taken from a B2 level state exam for Dutch as an additional language across 50,000 adult immigrants with 50 different L1s who came to the Netherlands for study or work. In this talk, we embed the role of linguistic distance within a perspective on SLA that includes contextual non-linguistic factors such as the age of arrival, exposure, education, and gender (Schepens et al., resubmitted).We tested distance measures based on lexical, morphological, and phonological features. The measures incorporated substantial numbers of linguistic features based on large-scale typological databases such as IELex, WALS, and PHOIBLE. This way of abstraction turned out to be successful across all three domains. We made use of (1) branch lengths from Indo-

European phylogenetic language trees based on expert cognacy judgments as well as automatic similarity computations, (2) different selections and comparisons of structural properties (morphology in particular) as compiled from reference grammars, and (3) comparisons of sound inventories as well as the structural properties of sounds. The effectiveness of these measures can best be explained by active transfer of language knowledge and language-related processes of production and perception.For the present talk, we therefore discuss three relevant questions raised by our outcomes. First, it is not clear what makes distance measures complementary or overlapping. Our results show how lexical, morphological, and phonological distances correlate with each other while still making independent contributions to explaining the variation in proficiency scores. The different directions in which features are abstract, and their hierarchies, need to be compared to the ways in which (hyper)parameters can be represented. Second, it must become clear how distances relate to discussions about the nature of cross-linguistic influence within the usage-based and generative perspectives on SLA. Ln learnability and Ln learning processes are constrained by the nature of distance effects, but our distance measures vary in their correlations depending on the language modality involved (Schepens et al., 2022). We have to address the question of why the four modalities differ. Distance effects as well as their non-linear interactions with age at arrival are strong across modalities, while interactions between distance and education are strong for receptive skills only. Finally, how do our distance measures distinguish between within and between language family biases, since language structures are naturally lineage-specific? We will present a general overview of our approach to clarify its outcomes and to spell out the context in which we are trying to find the answers to these fundamental questions in SLA.ReferencesSchepens, J., Van Hout, R., & Jaeger, T. F. (2020). Big data suggest strong constraints of linguistic similarity on adult language learning. Cognition, 194, 104056. https://doi.org/10.1016/j.cognition.2019.104056Schepens, J., van Hout, R., & Van der Slik, F. (2022). Linguistic dissimilarity increases age-related decline in adult language learning. https://psyarxiv.com/b28zd

The influence of L1 typology on the acquisition of the L2 English article: a large scale corpus study.-COLLOQUIUM SUBMISSION
08:30AM - 10:30AM
Presented by :

Dogus Can Oksuz, Research Associate , University Of Cambridge

Co-authors :

Theodora Alexopoulou, Principal Research Associate, University Of Cambridge

Kateryna Derkach, PhD Student, University Of Cambridge

Ianth Maria Tsimpli, Chair Of English And Applied Linguistics , University Of Cambridge

There is strong empirical evidence that the linguistic distance between L1 and an additional language can influence broad acquisition outcomes (Schepens et al., 2016, 2020). One crucial question is whether linguistic distance also affects the acquisition of individual features like articles. Does the acquisition of such features depend solely on the availability of a congruent element in the L1 (e.g. Murakami et al., 2016), or do broader typological differences guide how learners approach the input, influencing their acquisition? Recent work suggests a differential effect of linguistic distance on lexical acquisition and complex syntax. Shatz (2021) found no effect of linguistic distance on learners' lexical diversity and use. By contrast, Authors (2021) found that preferences in the use of L2 English relativisers correlated strongly with L1-L2 linguistic distance but not with the availability of a congruent L1 relativiser (pronoun vs. subordinator). In this talk we turn to the English article. Research questions1. Is learner accuracy in the use of L2 English articles linked to a) the availability of a definite article in their L1? and/or b) the linguistic distance between learners' L1s and L2?2. Does L1-L2 linguistic distance/congruency affect the definite and indefinite article similarly? MethodData were extracted from EFCAMDAT (Shatz, 2020): 34 million words; 527,758 writings ;104,541 learners; 11 native languages (Portuguese, Chinese, German, French, Italian, Japanese, Arabic, Russian, Mexican Spanish, Korean and Turkish); A1 to B2 CEFR proficiency levels. We used teacher error labels to identify omission, and substitution errors and calculated the ratio between number of correct suppliance and obligatory contexts (Target Language Use: TLU scores, Pica, 1983). Typological distance. Following Murakami and Alexopoulou (2016), we classified languages as article+/-, depending on the availability of a definite article. We compared this binary classification with continuous scores of lexical (Shatz, 2022) and syntactic distance (in the nominal domain, Ceolin et al., 2021). ResultsTable 1: Accuracy scores and linguistic distance scores per L1.pdfTable 1 shows TLU scores and linguistic distance scores for 11 L1s. Mixed-effects regression modelling revealed that Article+/- affected L2 learners' accuracy. Accuracy increased with proficiency; this effect of proficiency was stronger for the Article+ group and for the indefinite article. The linguistic distance scores showed weaker correlations.DiscussionThe results generally confirm the effect of proficiency and L1 Article+ in Murakami et al. (2016), for a different set of L1s and in a different corpus. Some language-family effects are observed, in particular within the Article+ group. The lexical measures correlated highly with the ranking within European languages but were not predictive outside this group. The theoretical literature suggests that Chinese lacks an article but has an abstract definiteness feature (Cheng et al., 2017), which can explain the high accuracy of Chinese learners. We are currently considering further measures of morpho-syntactic distance to identify those typological features that can help capture the obtained rank and, therefore, shed light on what impacts the L2 acquisition of articles, beyond the Article+/- distinction.

08:30AM - 10:30AM

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Session 6C
Format : Individual paper

Speakers

Birgit Füreder, University Of Salzburg

Alimujiang Tusun, Postdoctoral Research Associate , University Of Cambridge

Natalia Moskvina, Predoctoral Researcher, University Of Barcelona

Magdalena Jelińska, PhD Student, Institute Of Applied Linguistics, University Of Warsaw

What behavioural measures reveal about the acquisition of multi-verb expressions in Romance by German-speaking learners – evidence from acceptability judgements and reaction times

08:30AM - 10:30AM
Presented by :

Birgit Füreder, University Of Salzburg

The acquisition of multi-word expressions, especially non-compositional ones, has proven particularly challenging in non-native language acquisition (cf. e.g. Schmitt 2004; Siyanova-Chanturia/Van Lancker Sidtis 2019 for an overview). Verbal periphrases, a specific type of multi-verb constructions, have been observed to often cause problems to (at least German-speaking) learners. Consisting of a (partly or fully auxiliarised) conjugated verb form and an infinite verb form, these periphrastic verbal structures are regarded as a characteristic of all Romance languages and are used to express temporal, aspectual, modal and diathetic values. In German, however, some of these values are expressed by different means (e.g. derivational morphology or adverbs) or are not explicitly stated at all. In order to investigate which multi-verb structures are most problematic for German-speaking learners, a self-paced reading study was administered to a L1 German experimental group (proficiency level in Spanish B2-C2) and a L1 Spanish control group. A selection of verbal periphrases in Spanish (136 items in total) was presented in a non-cumulative reading paradigm on a computer screen, followed by an acceptability rating on a continuous scale (for a methodological review cf. Marsden et al. 2018). Results from a pilot study (n=10) suggest that gerundival constructions are most challenging – for non-natives as well as natives, interestingly – with highly divergent acceptability ratings and longer reaction times. The reasons for this bias are manifold: On the one hand, the semantics of the respective multi-verb expressions (sp. ir/venir/andar + gerund) are fairly nuanced (expressing shades of cumulativity and distributivity together with modal values; cf. e.g. Yllera 1999). On the other hand, the use of these periphrastic verbal structures is considerably variety-sensitive. In combination with the typological differences between German and Romance, these factors are hypothesised to account for (at least part of) the difficulties in the acquisition of gerundival multi-verb expressions. The present study is part of a larger project aiming to contribute to the field by shedding light on an understudied type of multi-word expressions. Results do not only illustrate cross-linguistic influence (cf. e.g. Cenoz et al. 2001; Jarvis/Pavlenko 2010) but also suggest variety-sensitivity as a crucial factor in L2 acquisition. References:Cenoz, Jasone/Hufeisen, Britta/Jessner, Ulrike (eds.) (2001): Cross-Linguistic Influence in Third Language Acquisition: Psycholinguistic Perspectives. Clevedon: Multilingual Matters. Jarvis, Scott/Pavlenko, Aneta (2010): Crosslinguistic Influence in Language and Cognition. New York: Routledge. Marsden, Emma/Thompson, Sophie/Plonsky, Luke (2018): "A methodological synthesis of self-paced reading in second language research", in: Applied Psycholinguistics 39, 861-904. Schmitt, Norbert (ed.) (2004): Formulaic sequences: Acquisition, processing and use. Amsterdam/Philadelphia: Benjamins. Siyanova-Chanturia, Anna/Van Lancker Sidtis, Diana (2019): "What on-line processing tells us about formulaic language", in: Siyanova-Chanturia, Anna/Pellicer-Sánchez, Ana (eds.): Understanding Formulaic Language: A Second Language Acquisition Perspective. London/New York: Routledge, 38-61. Yllera, Alicia (1999): "Las perífrasis verbales de gerundio y participio", in: Bosque, Ignacio/Demonte, Violeta (eds.): Gramática descriptiva de la lengua española. Vol. 2. Madrid: Espasa Calpe, 3393-3441.

Adult Uyghur-Chinese bilinguals' construal of voluntary motion events

08:30AM - 10:30AM
Presented by :

Alimujiang Tusun, Postdoctoral Research Associate , University Of Cambridge

The study examines the implications of Talmy's motion event typology and Slobin's thinking-for-speaking hypothesis for the context of early successive bilingualism. Specifically, it investigates how adult speakers of Uyghur who are exposed to Mandarin Chinese in early childhood encode voluntary motion in their L1 and L2 respectively. Uyghur-Chinese bilinguals and monolingual controls are invited to describe a set of short cartoons depicting a protagonist moving along a certain path trajectory in a particular manner. The production data are analysed in terms of the kind of linguistic devices used to encode key components of motion, the frequency with which the components are expressed together (manner+path) or separately (manner-only or path-only) and how they are syntactically packaged. By systematically analysing and comparing the bilinguals' motion descriptions with those of monolingual speakers, this study aims to establish the extent to which the bilinguals develop language-specific patterns of thinking-for-speaking. Importantly, Uyghur and Chinese represent two genealogically distinct language families (Turkic vs. Sino-Tibetan) that nonetheless share interesting structural/typological overlaps in encoding motion. Therefore, as well as complementing the existing research on bilingual motion expressions that has mostly concerned European languages, the study is uniquely placed to shed fresh light on the role of structural/typological overlap in cross-linguistic influence in this domain.

Metalinguistic awareness of formulaicity and its role in learning of formulaic sequences through captioned videos of different genres

08:30AM - 10:30AM
Presented by :

Natalia Moskvina, Predoctoral Researcher, University Of Barcelona

Co-authors :

Roger Gilabert, Lecturer And Researchers, University Of Barcelona

Captioned videos have been considered a useful tool for learning various aspects of language, including formulaic sequences (e.g. Frumuselu, 2019; Majuddin et al., 2021). However, learner-related factors that might affect acquisition of formulaic language in this type of context have not been consistently brought into focus. To address this gap, the present study aims to explore the potential role of metalinguistic awareness in learning of formulaic sequences through watching captioned videos of different genres.The data was collected from 80 Catalan-Spanish learners of English during two sessions. During the first session, participants' vocabulary size and metalinguistic awareness of formulaic language were assessed, they were pre-tested on the knowledge of the target items as well. Based on the scores from the session, participants were then assigned to one of the four experimental groups in a way ensuring their comparability. During the second session, each of the groups was exposed to captioned videos of one of the four

TV genre: TED talks, sitcom, teen drama, or superhero drama. There were twelve videos with the total length of approximately thirty minutes for each genre. An immediate post-test was administered to measure changes in participants' knowledge of the target items after the viewing. Six target formulaic sequences were the same across the genres and appeared twice in different videos within the genre. We hypothesize that individual differences in metalinguistic awareness will lead to differences in learning outcomes, as the awareness of formulaic properties of the language might help learners recognize formulaic sequences in the input, analyse and store them as such. It is further theorized that there is a possibility of an interaction between the genre and the role of metalinguistic awareness, with certain genres having higher demands for learners' awareness than others. The results can open the discussion on the aspects of formulaicity that should be taught in order to allow learners fully benefit from different types of input.ReferencesFrumuselu, A. D. (2019). A friend in need is a film indeed: Teaching colloquial expressions with subtitled television series. In Herrero, C. & Vanderschelden, I. (Eds.), Using film and media in the language classroom (pp. 92–107). Multilingual Matters.CrossRefGoogle ScholarMajuddin, E., Siyanova-Chanturia, A., & Boers, F. (2021). Incidental acquisition of multiword expressions through audio-visual materials. Studies in Second Language Acquisition, 43(5), 985–1008.

L2 grit and its predictors in online foreign language classes
08:30AM - 10:30AM
Presented by :

Magdalena Jelińska, PhD Student, Institute Of Applied Linguistics, University Of Warsaw

Co-authors :

Michał B. Paradowski, Associate Professor, Institute Of Applied Linguistics, University Of Warsaw

Learning a foreign language in a formal setting requires motivation and determination. A particularly consequential personality trait believed to expedite the process is grit (MacIntyre & Gabryś-Barker,2016). Composed of perseverance of effort and long-term consistency of interests, grit facilitates the investment of energy over extended periods of time and the accomplishment of long-term goals despite failures, challenges and obstacles (Duckworth et al.,2007).Grit has been found to predict academic performance (Eskreis-Winkler et al.,2014), self-efficacy (Wolters & Hussain,2015) and academic engagement (Datu et al.,2016), and turned out to be a domain-specific rather than general trait (Sudina et al.,2020;Teimouri et al.,2020). In the field of SLA, grit is believed to be one of the most important positive personality factors affecting language learning. However, although some studies indicated that it may improve L2 attainment in the context of face-to-face classes (Kramer et al.,2017;Wei et al.,2019), little is known about its determinants, or its influence in the context of remote learning.This preregistered comprehensive questionnaire study, framed in the positive psychology perspective, investigates how grit and its putative determinants: growth mindset, curiosity, resilience, and autonomy, non-trivially affect the effectiveness of in-class vs online L2 learning. Accordingly, it aims to provide answers to the following overarching questions:RQ1: Which of the psychological dispositions: i) growth language mindset, ii) curiosity, iii) resilience, and iv) autonomy has the strongest influence on L2 grit?RQ2: To what extent does L2 grit mediate the influence of each of these factors on the effectiveness of L2 learning in F2F vs online contexts?RQ3: Are there demographic, motivational, or course-specific variables in the model moderating the relationship between the key variables?The selected predictors are ones singled out as of plausible import in remote learning settings, where students need to regularly construct knowledge on their own. We use several validated scales: L2 grit scale (Teimouri et al.,2020), Language Mindsets Inventory (Lou & Noels,2017), Curiosity and Exploration Inventory-II (Kashdan et al.,2009), Autonomy scale from the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al.,2015), as well as a custom-made brand-new scale of readiness for online learning measuring its two dimensions: i) self-directed learning, and ii) online learning motivation. All scales yielded acceptable to high reliability (Cronbach's αs .75–.89).Multiple linear regression models basing on responses of N=611 participants from 60 countries demonstrate that perseverance of effort is determined by autonomy, motivation for remote learning, and self-directed learning (50% of variance explained;$F_{6,203}=36.48$,$p< .001$,$\eta p^2=.52[.43;.57]$), whereas consistency of interests depends on curiosity, autonomy, and motivation for remote learning (26 PoV explained;$F_{6,203}=13.63$,$p< .001$,$\eta p^2=.29[.18;.35]$). Neither component depends on L2 mindset. L2 grit as a holistic construct in turn is the sole significant direct predictor of satisfaction with online learning.The study significantly contributes to our understanding of factors influencing learners' L2 grit as well as the place of this construct in online-learning scenarios. The results can enable teachers to nurture the development of the crucial characteristics in their students to make language learning a pleasurable, passionate, and successful endeavour.

08:30AM - 10:30AM

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Session 6D
Format : Individual paper

Speakers
Danni Shi, Doctoral Student, UCL Institute Of Education
Inés De La Viña, Doctoral Student And GTA In English Language And Linguistics, University Of Kent
Shawn Loewen, Professor, Michigan State University

The role of language aptitude and working memory in the acquisition of technical vocabulary through multimodal academic lecture viewing
08:30AM - 10:30AM
Presented by :
Danni Shi, Doctoral Student, UCL Institute Of Education

During the COVID-19 pandemic era, video-presented lectures have become an essential component of online learning, through which students in L2-medium education acquire both content knowledge and specialized vocabulary in their field of study (e.g., words like "synapse" when viewing an introductory lecture on neuron structures). So far, however, most of the research into vocabulary acquisition in academic settings has been conducted in the context of L2 reading.

Little attempt has been made to explore how learners process technical words while viewing video lectures and how processing of vocabulary relates to acquisition. Even fewer studies have explored whether the acquisition of technical words from lecture viewing is influenced by individual differences in language aptitude and working memory capacity. Given the increased importance of learning through recorded video lectures, there is a clear need to understand learners' cognitive processes underlying vocabulary acquisition in this multimodal context and the way individual difference factors influence learners' vocabulary gains and attention allocation. Situated in the context of task-based language teaching, the current study aims to fill these gaps. Thirty Chinese L2 users of English were instructed to complete a video lecture-viewing task, that is, watching a neurobiology lecture and taking notes. An eye-tracker was used to capture their visual attention while performing the task. Immediately after viewing, the participants were asked to take a surprise vocabulary post-test measuring their knowledge of 11 technical terms introduced in the lecture, followed by a free recall test assessing their lecture comprehension. A delayed vocabulary post-test and a battery of language aptitude and working memory tests were administered two weeks after the experiment. The same vocabulary test was used as the immediate post-test and the delayed post-test, consisting of a form recognition, a meaning recall, and a meaning recognition test. In line with previous eye-tracking research, the participants' visual attention being paid to the target items was examined using nine eye-tracking indices in order to capture their eye movements at both early and late stages of word processing, including first-pass reading time, first fixation duration, fixation count, total reading time, average fixation duration, second-pass reading time, second fixation duration, run count, and skip rate. The participants' explicit aptitude was assessed by the LLAMA B and E subtests, and implicit aptitude by the LLAMA D subtest and a serial reaction time task. Working memory was conceptualized as consisting of phonological working memory, visual working memory, and executive working memory, measured by a non-word span test, a digit span test, the Forward Corsi Block Task, an automated operation span task, and a color shape task. Preliminary results from mixed-effects regressions indicate a positive relationship between processing time and learners' vocabulary gains. The analyses also reveal that aptitude and working memory are significant predictors of learners' vocabulary knowledge, and learners' attention allocation to target words is related to working memory abilities. The results will be discussed in terms of models of aptitude, working memory, and multimedia learning.

Predictors of incidental learning of collocations through reading
08:30AM - 10:30AM
Presented by :

Inés De La Viña, Doctoral Student And GTA In English Language And Linguistics, University Of Kent

Co-authors :

Christina Kim, Senior Lecturer In Linguistics, University Of Kent

Gloria Chamorro, UNED

Collocations, sequences of words that tend to occur together in discourse, have been considered an important aspect of L2 proficiency (Schmitt, 2000), but they stand out as being particularly difficult to acquire for L2 learners (Laufer & Waldman, 2011). Although previous studies have investigated the incidental learning of collocations (e.g., Pellicer-Sánchez, 2017; Vu & Peters, 2021), they are limited in that they only focused on specific linguistic, contextual, or individual variables, or they only assessed one aspect of collocational knowledge. Additionally, they produced inconsistent findings. Our study examined both the role of linguistic and learner-related factors that appear to affect the learning burden of collocations through two reading modes (i.e., only reading and reading-while-listening) as these effects are still far from clear (e.g., Peters, 2016; Nguyen & Webb, 2017). 68 Spanish EFL learners participated in the study. We adopted a pretest-posttest-delayed posttest, mixed design in which the two reading conditions (reading only and reading-while-listening) were counterbalanced across participants. The experimental materials included 14 target collocations. The targets included 7 congruent and 7 incongruent collocations; within each congruency category, about half were compositional, and half non-compositional, resulting in 7 compositional and 7 non-compositional targets overall. 10 were verb-noun and 4 were adjective-noun collocations. Prior to the treatment, participants completed the pretest, which included a form recognition task that included all collocations, the Vocabulary Levels Test (Schmitt et al., 2001), and the LEAP-Questionnaire (Marian et al., 2007). After the treatment, they completed the immediate posttest, which included three tasks: form recall, form recognition, and meaning recognition. The same tasks were completed again for the delayed posttest, which took place two weeks after the treatment and was implemented to explore the long-term effects of the intervention (or lack thereof). The data for each posttest measure was fitted with logistic mixed-effects regression models. Each initial model included all collocation-related and learner-related predictors; final models were selected by removing predictors that did not contribute to model fit. Mixed findings were revealed. Results showed that collocational knowledge can be learnt incidentally from reading, although the reading mode manipulation in this study did not seem to have a significant effect on the acquisition of any of the aspects examined. Congruency improved form recall and form recognition but did not affect performance on the meaning recognition tests. Larger vocabulary size consistently corresponded to better performance, although the effect was not always significant. Potential reasons for the effect of the predictors on L2 collocation learning will be discussed in relation to previous research. References:Pellicer-Sánchez, A. (2017). Learning L2 collocations incidentally from reading. Language Teaching Research, 21, 381–402. Peters, E. (2016). The learning burden of collocations: The role of interlexical and intralexical factors. Language Teaching Research, 20(1), 113-138.Schmitt, N. (2010). Researching Vocabulary: A Vocabulary Research Manual. London: Palgrave Macmillan.Webb, S., & Chang, A. C. S. (2020). How does mode of input affect the incidental learning of collocations? Studies in Second Language Acquisition.

How to engage learners in app-based L2 vocabulary self-study?
08:30AM - 10:30AM
Presented by :

Shawn Loewen, Professor, Michigan State University

Co-authors :

Xuehong He, Assistant Professor, Nagoya University Of Commerce And Business, Japan

Language learning applications (apps) have gained increasing popularity in recent years for their effectiveness in supporting second language (L2) development, but the issue of low learner engagement persists in both formal classroom (e.g., Hanson & Brown, 2020) and informal self-study (e.g., Loewen et al., 2020) contexts. Additionally,

despite over two decades of progress in mobile-assisted language learning (MALL), the integration of MALL into L2 classes is still lacking (Burston, 2014), and it remains inconclusive how teachers can support learners during MALL (Chwo et al., 2018). Stemming from Instructed Second Language Acquisition's goal to bridge research and pedagogy (Sato & Loewen, 2019), this study aims to provide an example of incorporating app-based L2 learning as a course assignment, and to explore how goal-setting with feedback as updated teaching strategies (Mercer & Dörnyei, 2020) affects learner engagement in app-based L2 vocabulary self-study. Sixty-three Japanese college learners in upper-intermediate English as a Foreign Language (EFL) classes were randomly assigned to a treatment (n = 32) or a control (n = 31) group, and studied TOEIC words with the Memrise mobile app as an after-class assignment for 8 weeks. The control group had their weekly goals of studying 35 words set by the teacher, whereas the treatment group set and checked their weekly goals of studying at least 30 words and provided reasons if not meeting their goals. The number of words studied weekly was recorded for each participant to index learner engagement. Apart from examining goal-setting-and-checking activities, we also explored leaderboards (student rankings based on task performance) and Unfinished Lists (lists of students who did not finish the Memrise assignment) as supplementary feedback tools by collecting learner ratings and comments. EFL listening and reading proficiency before and after using Memrise was assessed with TOEIC tests. Results from descriptive statistics and robust between-within ANOVA showed the treatment group studied significantly more words than the control group, although TOEIC performance did not differ between groups or change within each group. Findings based on quantitative descriptive statistics and qualitative thematic analysis of learner perception data supported the positive effects of adopting these three pedagogical interventions in class. Practical guidance on adapting these pedagogical interventions into L2 classrooms will be discussed.ReferencesBurston, J. (2014). The reality of MALL: Still on the fringes. CALICO Journal, 31(1), 103–125. Chwo, G.S.M., Marek, M.W., & Wu, W.C.V. (2018). Meta-analysis of MALL research and design. System, 74, 62–72. Hanson, A. E. S., & Brown, C. M. (2020). Enhancing L2 learning through a mobile assisted spaced-repetition tool: An effective but bitter pill? Computer Assisted Language Learning, 33(1–2), 133–155.Loewen, S., Isbell, D. R., & Sporn, Z. (2020). The effectiveness of app-based language instruction for developing receptive linguistic knowledge and oral communicative ability. Foreign Language Annals, 53(2), 209–233.Mercer, S., & Dörnyei, Z. (2020). Engaging language learners in contemporary classrooms. Cambridge University Press.Sato, M., & Loewen, S. (2019). Do teachers care about research? The research–pedagogy dialogue. ELT Journal, 73(1), 1–10.

08:30AM - 10:30AM

3119

Session 6E

Format : Individual paper

Speakers

Nicole Tracy-Ventura, Associate Professor, West Virginia University

Sybille Heinzmann, Project Director , St. Gallen University Of Teacher Education

Pearl P. Y. Leung, PhD Candidate, Birkbeck, University Of London

Vasilica Mocanu, Assistant Professor, Universidad De Salamanca

Investigating the long-term retention of advanced L2 learners' oral skills: The impact of exposure

08:30AM - 10:30AM
Presented by :

Nicole Tracy-Ventura, Associate Professor, West Virginia University

Co-authors :

Amanda Huensch, Assistant Professor, University Of Pittsburgh

Jonah Katz, Associate Professor, West Virginia University

Rosamond Mitchell, Professor Emeritus, University Of Southampton

Much SLA research has documented the processes involved in learning second/foreign languages, yet far less research has focused on the factors that contribute to the long-term retention of attained L2 skills. Thus, little is known about the length of time that L2 learners can expect to retain their language skills without continued L2 exposure. To reliably investigate the long-term evolution of L2 skills (retention vs attrition), a longitudinal research design is necessary, and knowing peak attainment (Bardovi-Harlig & Stringer, 2010; Schmid & Mehotcheva, 2012), when learners were the most proficient, allows measuring subsequent changes. Although SLA researchers acknowledge the primacy of longitudinal data, multi-year datasets are extremely rare. This presentation reports on an on-going 8-year longitudinal study exploring the development and maintenance of advanced L2 proficiency by English L1-speaking participants who completed degrees in Spanish (n=13) and French (n=15) that involved a 9-month stay abroad. The current analysis involved data collected from the pre-sojourn, in-sojourn 3 (end of study abroad), post-sojourn 3, and post-sojourn 4 (see Table) during which time participants completed a range of language assessments and questionnaires about language use.Data Collection Timeline.pdf (grey shaded rows represent data used in the current analysis)L2 interview data were transcribed following CHAT conventions and used to acquire fluency and lexical diversity measures. Based on interview and questionnaire data, participants were coded as having either consistent or limited L2 exposure since university graduation (2013). A linear mixed-effects regression model was conducted to investigate the relationship between type of exposure (limited or consistent) and the linguistic variables analyzed (oral proficiency, oral fluency, lexical diversity), and to examine whether exposure effects were mediated by study-abroad end proficiency. Results demonstrate a significant decrease for the limited exposure group between graduation (2013) and Post-sojourn 3 (2016) only on oral proficiency and fluency. There were no changes between 2016 and 2019. The consistent exposure group retained the gains made during their year abroad across all post-sojourn time points. Additionally, the results show that although there was a positive correlation between study abroad end proficiency and Post-sojourn 4 scores, the limited exposure variable accounted for more of the variation in scores. These results suggest that type of exposure (limited vs consistent) is an important variable in long-term retention of L2 oral skills.ReferencesBardovi-Harlig, K. & Stringer, D. (2010). Variables in second language attrition: Advancing the state of the art. Studies in Second Language Acquisition, 32, 1–45.Schmid, M., & Mehotcheva, T. (2012). Foreign language attrition. Dutch Journal of Applied Linguistics, 1, 102–124.

Oral proficiency gains of SA students before and during the COVID-19 pandemic

08:30AM - 10:30AM

Presented by :

Sybille Heinzmann, Project Director , St. Gallen University Of Teacher Education

Co-authors :

Robert Hilbe, Wissenschaftlicher Mitarbeiter, Pädagogische Hochschule St. Gallen

Kristina Ehrsam, Research Associate / Doctoral Student, St.Gallen University Of Teacher Education / University Of Basel

Lukas Bleichenbacher, St.Gallen University Of Teacher Education

Since its early stages, much research into study abroad (henceforth SA) has focused on measuring outcomes in terms of language development and has accumulated evidence for the effectiveness of SA for language learning (Borràs & Llanes, 2021; Llanes, 2011). Oral production has been the most frequently investigated skill and the only domain for which conclusive research findings exist indicating that the SA context is more beneficial for oral proficiency gains than at home instruction (Borràs & Llanes, 2021; Llanes, 2011). The SA context is believed to be superior because it offers potentially unlimited access to language learning opportunities and language practice in authentic contexts with proficient speakers (Kinginger, 2008). Arguably, proficiency gains depend on the extent and quality of language interactions that SA students experience. The opportunities for target language interaction have been critically affected by the COVID-19 pandemic as many classic opportunities for social networking of SA students, such as physical classrooms, university societies and clubs, extracurricular activities, etc., fell away. Consequently, it seems vital to investigate if and to what extent this might have affected the L2 oral proficiency gains of SA students during the pandemic.The contribution presents a comparative study of the oral proficiency gains of 21 pre-COVID-19 and 21 COVID-19 SA students, matched for important background variables such as pre-departure proficiency, duration of stay, accommodation, and destination. The students are German-speaking students from Swiss, German or Austrian tertiary institutions who spent at least eight weeks in an English-speaking area or attended an English-speaking program in an ELFSA context (see Köylü, 2021). The pre-COVID-19 students studied abroad before the outbreak of the pandemic and the COVID-19 students studied abroad during later waves of the pandemic (autumn 2020, spring and/or autumn 2021). Students studying abroad during the first wave of the pandemic, when strict lockdowns were implemented, were excluded from the analysis. Participants' English oral proficiency was measured by means of an Oral Proficiency Interview by Computer (OPIc) before and after the stay abroad. Furthermore, self-reported linguistic gains were measured using a retrospective pre-post design. In the present contribution we will compare the oral proficiency gains as well as the self-assessed general proficiency gains by the SA students studying abroad before the outbreak of the pandemic and during the pandemic and discuss practical implications thereof. The data will be analyzed by means of analysis of covariance. ReferencesBorràs, J., & Llanes, À. (2021). Re-examining the impact of study abroad on L2 development: a critical overview. The Language Learning Journal, 49(5), 527-540. Kinginger, C. (2008). Language learning in study abroad: Case studies of Americans in France. The Modern Language Journal 92: 1–124Köylü, Z. (2021). The ERASMUS sojourn: does the destination country or pre-departureproficiency impact oral proficiency gains?. The Language Learning Journal, 1-13.Llanes, À. (2011). The many faces of study abroad: An update on the research on L2 gains emerged during a study abroad experience. International Journal of Multilingualism, 8(3), 189-215.

Does using English in inner speech help international students adapt to the host country? A longitudinal mixed-methods study on Chinese university students in the UK.

08:30AM - 10:30AM

Presented by :

Pearl P. Y. Leung, PhD Candidate, Birkbeck, University Of London

Inner speech, i.e. speaking to oneself in silence (Morin, 2018), is crucial in performing higher level cognitive functions, including gaining self-knowledge, self-regulation, and self-reflection (Morin, 2018). Studies in multilingualism show that the first language (L1) is the preferred language in inner speech, while languages learnt later in life (LX) are also used in inner speech in a varying degree and domain (see Leung & Dewaele, 2021). Most research focused on the functions of inner speech to the self and multilingual's language preference in inner speech. Little has been researched on the implication of using an LX in inner speech from an acculturation perspective. Does using the local language in inner speech improves sociocultural adaptation, i.e. how well sojourners function in a new context (Wilson et al., 2017)? What is the profile of sojourners who use the local language in inner speech frequently and adapt better? This longitudinal mixed-methods study involved the participation of 167 Chinese university in the UK. All participants filled out an online questionnaire at the beginning (Time 1) and the end of the academic year (Time 2). The questionnaire included an inner speech scale (Leung & Dewaele, 2021), the revised sociocultural adaptation scale (SCAS) (Wilson et al., 2017), and two open-ended questions on their inner speech experiences. Seven participants were further interviewed after completing the questionnaire. Regression analyses show that a frequent English use in general inner speech predicts higher sociocultural adaptation at Time 1 and Time 2; while a frequent English use in academic inner speech predicts higher sociocultural adaptation at Time 2 only. The next stage of analysis involved subtracting the inner speech scale score and the SCAS score from Time 2 to Time 1. The combination of increase and decrease of the two scores (2x2) created four groups. Participants' responses to the open-ended questions in these four groups were analysed using thematic analysis. Together with the follow-up interviews, participants' narratives show a strong English-speaking social network, a positive outlook on life, and openness to new culture, are reasons behind their increased use of English in inner speech and higher sociocultural adaptation. This study establishes a link between the self, language use in inner speech, and the social sphere, sociocultural adaptation to a new cultural setting. The results contribute to emotional acculturation and linguistic acculturation. Implications of this study apply to higher education practices to improve international students' well-being. References:Leung, P. P. Y., & Dewaele, J.-M. (2021). Does the Complementarity Principle apply to inner speech? A mixed-methods study on multilingual Chinese university students in the UK. International Journal of Multilingualism, 1–21. https://doi.org/10.1080/14790718.2021.1960534Morin, A. (2018). The self-reflective functions of inner speech. In P. Langland-Hassan & A. Vicente (Eds.), Inner Speech: New Voices (Vol. 1, pp. 276–298). Oxford University Press. https://doi.org/10.1093/oso/9780198796640.003.0012Wilson, J., Ward, C., Fetvadjiev, V. H., & Bethel, A. (2017). Measuring cultural competencies: The development and validation of a

revised measure of sociocultural adaptation. Journal of Cross-Cultural Psychology, 48(10), 1475–1506. https://doi.org/10.1177/0022022117732721

Language learning in study abroad through the Erasmus program – does the context matter?

08:30AM - 10:30AM

Presented by :

Vasilica Mocanu, Assistant Professor, Universidad De Salamanca

Studies conducted in the field of study abroad and language learning can be divided into those that have had a more linguistic orientation (e.g. Borràs & Llanes, 2021) and those with a more sociocultural inclination (e.g. Kalocsái, 2014). The results of the research concerned with language gains show that study abroad seems to be a productive environment for language learning (e.g. Kinginger, 2009). Hence, studies oriented towards the sociocultural side of the experience (e.g. Benson et al., 2013) look into language learning as part of a complex life experience, in which language(s), identities, motives, desires, opportunities to learn, circumstances, and reactions to them are deeply entangled. The present study is situated within this field.Data is elicited through thematic analysis of interviews conducted with 16 higher education students who decided to enrol in a period of study at a foreign university in either Northern (Finland), Eastern (Romania) or Southern (Catalonia) Europe. For the contrastive purpose of the paper, a varied sample of participants was selected, according to their nationalities (11) and fields of study (13).The aim of this research is shedding light on the role of the context when it comes to language learning in studying abroad through the Erasmus program. For this aim, the expectations of the students in each group with respect to their Erasmus stay will be analyzed with the objective to understand how desire for studying abroad is framed in terms of potential goals and its perceived advantages, establishing patterns of expectations, forms of investment, and how each of them is weighted. The final objective is to grasp who is anticipating what and what is the role of languages and language learning in the Erasmus experience in each of the three contexts. In the second place, the perceived degree of accomplishment of the initial expectations at the end of the stay abroad will be examined. This will enable us to shed light on the relationship between the discourse behind the program to which the participants might have actually adhered and the actual impact of the stay, as perceived by the students in each of the three contexts at the end of their sojourn. Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2013). Second Language Identity in Narratives of Study Abroad. New York: Palgrave Macmillan.Borràs, J. & Llanes, À. (2021). Investigating the impact of a semester-long study abroad program on L2 reading and vocabulary development. Study Abroad Research in Second Language Acquisition and International Education 6 (2): 276-297.Kalocsái, K. (2014). Communities of Practice and English as a Lingua Franca. A study of Erasmus students in a Central European context. Berlin/Boston: De Gruyter Mouton.Kinginger, C. (2009). Language Learning and Study Abroad: A Critical Reading of the Research. Basingstoke, UK: Palgrave/Macmillan.

08:30AM - 10:30AM

3120

Session 6F

Format : Individual paper

Speakers

Danijela Trenkic, University Of York

Anna Becker, PhD Candidate, University Of Fribourg-Freiburg

Isabelle Udry, Research Manager, Institute Of Multilingualism (University Of Fribourg)

Yaqiong Xu, Norwegian University Of Science And Technology, Norwegian University Of Science And Technology (NTNU)

Examining the predictive validity of the Duolingo English Test (DET): Can measures of implicit linguistic knowledge predict academic performance in a second language?

08:30AM - 10:30AM

Presented by :

Danijela Trenkic, University Of York

Co-authors :

Talia Isaacs, University College London

Ruolin Hu, University College London

Julia Varga, University College London

With COVID-19 and the closing of language test centres, the last two years have seen a rapid increase in use of Duolingo English Test (DET) for university entrance purposes. As the ready-to-go option for prospective students to provide proof of English proficiency under lockdown conditions (Isbell & Kremmel, 2020), DET has become widely adopted by English-medium universities. It is, however, a relatively new test and only recently has sufficient data become available for external validation research. Such research is needed to inform DET score intepretations for consequential decision-making; our study is one of the first.Unlike its more established market competitors (IELTS; TOEFL iBT), which report subscores for the four skills (reading, writing, speaking, listening) alongside overall scores, DET provides subscores for Literacy, Comprehension, Conversation and Production (introduced July 2020) together with overall scores. Proficiency is operationalized through a word/nonword vocabulary task (both spoken and written modality); c-test; dictation (sentence-level); reading aloud (sentence-level); and short written and oral responses to a prompt (50+ words; 30 seconds). These tasks generate relatively predictable responses and are automatically scored using machine algorithms.From an SLA perspective, complex L2 skills (reading, writing, speaking, listening) are predicated on the underlying L2 knowledge, i.e. vocabulary (measured in DET through the word/nonword task) and the representations of structural patterns of L2 (phonological, lexical, syntactic; measured in DET though c-test, dictation and reading aloud). Linguistic knowledge, however, is only a prerequisite for complex language skills: a necessary but insufficient condition. It is, therefore, an empirical question, of both theoretical and practical significance, whether a test that primarily taps into implicit linguistic knowledge (as opposed to other aspects of communicative competence) could be a valid predictor of academic performance in an L2.We addressed this question

through investigating the predictive value of the DET overall scores and subscores in relation to university students' academic attainment, taking into account students' degree level, academic discipline and nationality. We performed a secondary data analysis of 1881 DET test-takers who commenced taught programs at a UK university in Autumn 2020 (1,389 postgraduate taught (PGT) and 492 undergraduate (UG) students), examining how well their DET scores predict course grades using bivariate regressions. The relationship between DET subscores and academic grades was investigated on a subset of 912 students with available subscores. Data from 3,087 students who had instead taken either IELTS (n = 2,651) or TOEFL iBT (n = 436) tests, were analysed for comparison.Overall DET test scores and two subscores (Conversation, Comprehension) predicted PGT students' academic performance, suggesting that measures of implicit L2 knowledge (and not just of overt L2 skills) could be usefully deployed to gauge students' readiness to study in an L2. We also found, however, that students who demonstrated their readiness to study in English via DET achieved lower academic grades on average than students who met the entry requirements through IELTS and TOEFL iBT. We consider potential linguistic and non-linguistic causes behind this finding, including the idiosyncraticity of our study sample.

"[English as a lingua franca] is absolutely out of question!" – Switzerland's struggle between globalization and tradition from secondary students' and teachers' perspectives
08:30AM - 10:30AM
Presented by :

Anna Becker, PhD Candidate, University Of Fribourg-Freiburg

The increasing popularity of anti-immigrant, anti-EU, neo-nationalist movements and discourses throughout Europe can be seen as a response to superdiverse, complex migration/globalization processes challenging the ideology of the 'nation-state' as a culturally and linguistically homogeneous entity (Blommaert & Verschueren, 1991). Although popular media coverage and sociopolitical scholarly literature exists (Eger & Valdez, 2015), a substantial gap remains in applied linguistics and language education (McIntosh, 2020). This is despite the fact that (neo-)nationalism is considered "an integral and inevitable, if sometimes invisible, part of language teaching, learning, and use" (Motha, 2020: 96). This contribution presents data from a qualitative, comparative study conducted in Switzerland in 2020, where, according to McIntosh (2020: 3), language policy seeks to guarantee equal linguistic diversity among its national languages although "striking a balance between these languages remains challenging." This challenge was confirmed in the analysis of 94 questionnaires and 38 in-depth interviews conducted with students and teachers at secondary schools and policy makers in three different national language regions/cantons – Zurich (German), Fribourg (French), and Grisons (Romansh) on the basis of a policy reform which has split the educational landscape into two camps: those 'prioritizing' English over a second national language and those adhering to the 'traditional' curriculum in which a second national language is introduced before English. Embedded in a phenomenological research design focusing on everyday perspectives and underlying ideologies, the analysis revealed how participants experience (their) language (repertoire), increasing de facto multilingualism in a de jure quadrilingual landscape, and how they (de)construct and (de)legitimize language hierarchies. Results showed that they were impacted by opposing societal forces of globalization and tradition mobilized through different languages positioned on a continuum of romantic and rationalist ideals (Geeraerts, 2003). A better understanding and critical discussion in the field is needed to "meet the...needs of additional language users, their education, their multilingual and multiliterate development, social integration, and performance across diverse globalized, technologized, and transnational contexts" (DFG, 2016: 24). Finally, this presentation aims to contribute to an equitable promotion of nation-conscious applied linguistics practice (Motha, 2020). Blommaert, J. & Verschueren, J. (1991). The pragmatics of minority politics in Belgium. Language in Society 20(4), 503-531. Eger, M. A. & Valdez, S. (2015). Neo-nationalism in Western Europe. European Sociological Review 31(1), 115-130. Geeraerts, D. (2003). Cultural models of linguistic standardization. In R. Dirven, R. Frank, & M. Pütz (Eds.), Cognitive models in language and thought. Ideology, metaphors and meanings (pp. 25-68). De Gruyter.McIntosh, K. (2020). Introduction: Re-thinking applied linguistics and language teaching in the face of neo-nationalism. In, K. McIntosh (Ed.), Applied linguistics and language teaching in the neo-nationalist era (pp. 1-13). Palgrave Macmillan. Motha, S. (2020). Afterword: Towards a nation-conscious applied linguistics practice. In, K. McIntosh (Ed.), Applied linguistics and language teaching in the neo-nationalist era (pp. 295-309). Palgrave Macmillan. The Douglas Fir Group (DFG) (2016). A transdisciplinary framework for SLA in a multilingual world. The Modern Language Journal 100, 19-47.

Foreign language learning with special needs: A longitudinal study of the development of English skills in primary school children
08:30AM - 10:30AM
Presented by :

Isabelle Udry, Research Manager, Institute Of Multilingualism (University Of Fribourg)

Co-authors :

Raphael Berthele, Université De Fribourg, Université De Fribourg

Over the past two decades, early instructed foreign language learning (FLL) has become an integral part of primary school curricula across Europe (Edelenbos et al., 2006). The mix of pupils attending mainstream schools often spans a wide range of abilities, including gifted children and those with learning difficulties. Providing all of them with learning opportunities is both a requirement of educational policy (European Commission, 2004:21), and a major challenge for schools and educators (Bongartz & Rohde, 2015) who need to decide which students benefit from FLL under what conditions. This contribution takes a closer look at the development of FL skills in children with special needs (n=116) and their peers without special needs (n= 337). We discuss longitudinal data from 10–12-year-old students learning English as a first foreign language collected at two measurement times in spring 2018 (T1) and spring 2019 (T2). Our sample contains categories of special needs support available at Swiss state schools, namely: integrative remedial teaching, special schooling, additional instruction in the school language (here: German), support for gifted students, and (speech) therapy. These special educational measures can be accumulated according to individual learner needs, resulting in different levels of intensity in support.Two questions are addressed in our talk:1) how do English skills (measured with C-tests) develop in different learner categories between two measurement times?2) is there a relationship between the intensity of special needs support and the development of English skills?Descriptive statistics

show that at group level, English skills improved in all categories between T1 and T2. The group of children with integrative remedial teaching/special schooling and the group receiving multiple measures attain lower test scores at T1 and slightly lower learning gains at T2 compared to the other categories. Students identified as "gifted learners" score highest at T1 and improve the most as a group. At the same time, English test scores considerably overlap between categories, i.e. many children with special needs score in the range of their peers without special needs, and vice versa. In order to answer research question 2, a regression analysis was conducted with English test scores as the dependent variable and the intensity of special needs support as the independent variable, controlling for teacher effects. The intensity level turns out to be a predictor of learning outcomes in English, suggesting a linear association between smaller learning gains and high intensity of special educational measures.References:Bongartz, C., & Rohde, A. (Hrsg.). (2015). Inklusion im Englischunterricht. Peter Lang.Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). The main pedagogical principles underlying the teaching of languages to very young learners. European Commission.European Commission. (2004). Promoting language learning and linguistic diversity. Office for Official Publications of the European Communities.

"Multilingualism is a resource, not a difficulty": Exploring Norwegian teachers' beliefs and pedagogical practices in multilingual classrooms
08:30AM - 10:30AM
Presented by :

Yaqiong Xu, Norwegian University Of Science And Technology, Norwegian University Of Science And Technology (NTNU)

Co-authors :

Anna Krulatz, Professor, Norwegian University Of Science And Technology (NTNU)

While the numbers of linguistically diverse students have been on the rise in Norway, teachers' preparedness and competence to work in multilingual classrooms have been reported as insufficient (Haukås, 2016; Sevinç et al., 2022). Given that teacher beliefs exert a profound influence on the pedagogical practices and that there is no straightforward correspondence between teacher beliefs and practices (Borg, 2015), this study aims to explore Norwegian teachers' beliefs about multilingualism and their self-reported practices in multilingual classrooms. Three research questions are addressed: (1) What are Norwegian teachers' beliefs about classroom multilingualism and their own pedagogical practices? (2) To what extent do the teachers' beliefs about classroom multilingualism influence their pedagogical practices? (3) How do the teachers justify their beliefs and implemented practices? Data were collected through a digital survey including 50 Likert-scale items and an open-ended question and were analyzed quantitively and qualitatively. Descriptive statistics of 181 responses revealed three orientations regarding teachers' beliefs about students' home languages (HLs): (1) endorsement of students' HLs as an asset, (2) concerns about students' use of HLs, and (3) resistance to students' use of HLs. Three tendencies of teachers' implemented practices were also unpacked by descriptive statistics: (1) leveraging multilingual resources, (2) limiting multilingual practices, and (3) resisting multilingual pedagogies. Furthermore, Spearman bivariate correlation test disclosed that teachers' beliefs had a positive significance among their implemented practices (p< 0.05) and exerted a middle to large impact (0.3

Session 6G
Format : Individual paper

Speakers
Julia Herschensohn, Professor, University Of Washington
Hedi MAJDOUB, University Of Paris 8 & UMR7023-SFL
Aoife Ahern, Professor, Universidad Complutense De Madrid

Dual immersion Spanish-English environment precludes expressive-receptive gap in heritage language (HL) and L2 children
08:30AM - 10:30AM
Presented by :

Julia Herschensohn, Professor, University Of Washington

Co-authors :

Ana Fernández-Dobao, Associate Professor , University Of Washington

Research indicates potential asymmetries between receptive-expressive modalities for HL vocabulary and grammar (Gibson et al. 2012; Pourquié et al. 2019). Development of literacy skills and HL education in dual immersion may compensate, as HL and L2 learners have demonstrated (Montrul & Potowski 2007).Polinsky and Scontras (2020) propose a bilingualism model whereby core morphosyntax is resilient in HL, but may be stronger in comprehension than production; less core morphology may be problematic for HL and L2. In order to examine the receptive-expressive gap in asymmetric bilinguals and to extend the literature on child bilingualism, we examine verb inflection from HL/L2 children (9-10 years) in dual immersion Spanish-English.By age 10, children in majority Spanish environment show full receptive-expressive mastery of present tense morphology, unlike HL/L2 peers showing variable verb inflection (Silva Corvalán 2018). The current study tested HL and L2 children-whose results on earlier four-skills standardized tests indicated writing and listening as areas of interest-using oral comprehension (OCT) and written production to compare two modalities. Participants were 62 Spanish-English children (21 HL, 41 L2; 50:50 two-way immersion). For the OCT, students viewed 20 pairs of photographs showing one or two persons performing an action and chose the correct photograph based on oral comprehension of singular-plural. There were two production tasks, a form-focused task (FFPT) that tested children's written production of 10 verbs in singular-plural in response to photo cues similar to the OCT. The second was an open task, focused on meaning (MFPT), an email to a new pen-pal. The HL group showed high accuracy on number morphology in all three tasks, (94% OCT, 92% FFPT, 96% MFPT). Differences between the first two were not significant (Wilcoxon signed rank tests. V = 94, p = .717): for HL speakers

receptive skills of singular-plural present tense did not exceed written production ability. L2 learners (82% OCT, 73% FFPT, 91% MFPT) were significantly less accurate than HL children in the FFPT (W = 586, p = .016) and OCT (W = 601, p = .008). Differences between OCT and FFPT were not significant (V = 442.5, p = .084). In other words, HL and L2 speakers showed production abilities that were comparable to their comprehension skills in present tense with no gap for number morphology.HL children show no attrition of early-learned present tense, and L2 participants have a relatively good command of it (albeit lower than HL). Both groups show no receptive-expressive gap, suggesting that continuing academic training has a beneficial effect for both HL and L2 children. ReferencesMontrul & Potowski. 2007. Command of gender agreement in school-age Spanish bilingual children. International Journal of Bilingualism (IJB) 11: 301-328.Polinsky & Scontras. 2020. Understanding heritage languages. Bilingualism: Language and Cognition 23: 4-20.Pourquié et al. 2019. Investigating vulnerabilities in grammatical processing of bilinguals. Linguistic Approaches to Bilingualism 9: 600-627.Silva-Corvalan. 2018. Simultaneous bilingualism: Early developments, incomplete later outcomes. IJB 22: 497-512.

Role of frequency and L1/L2 typology in the acquisition of inflectional morphology by absolute beginners
08:30AM - 10:30AM
Presented by :

Hedi MAJDOUB, University Of Paris 8 & UMR7023-SFL

Co-authors :

Marzena Watorek, Professeur D'université, Université De Paris 8 & UMR7023, CNRS

Rebekah Rast, American University Of Paris & UMR7023-SFL

Pascale Trevisiol, University Sorbonne Nouvelle, Laboratoire DILTEC

Extensive research on the beginning stages of language learning by untutored learners reveals little to no productive morphology (Perdue 1993). Other research, even with tutored learners, has found similar results (Bardovi-Harlig 1992; Larsen-Freeman 2010; VanPatten 2004). However, despite this difficulty, learners can develop sensitivity to the morphological forms of the target language (TL) very early, after a few hours of exposure to the L2 as shown by Rast et al. (2014). To what extent is this lack of productive morphology due to the type of linguistic input learners receive with respect to frequency and typological distance between L1 and L2? A complete control of the learners' linguistic environment from the moment of first exposure to the foreign language can contribute to answering this question. This paper reports on such a study, in which French is the source language and Polish and Modern Standard Arabic are the target languages. Groups of 17 native speakers of French learning TL Polish and 11 native speakers of French learning TL Arabic took part in a Polish and Arabic course respectively. They received oral input from native-speaking instructors. The input frequency was carefully controlled and documented in order to compare learner performance with properties of the input.This paper presents cross-linguistic results of an oral production task (question-answer), which tests learners' ability to use inflectional morphology in Polish and Arabic. The task was administered after 4h30 of instruction (after three lessons of 1h30 each). Production data were analyzed for accuracy relative to frequency to see how learners integrated new forms into their individual learner varieties and what helped them to do this. Results shed light on the role of the source language (French) in the early stages of the acquisition of inflectional morphology in Polish and Arabic.French, a Romance language, is typologically distant from both Polish (a Slavic language) and Arabic (a Semitic language). However, French learners of Polish were able to produce utterances with correct inflection more quickly than those learning Arabic. These results will be discussed relative to frequency and language typology.Bardovi-Harlig, K. (1992) The relationship of form and meaning: A cross-sectional study of tense and aspect in the interlanguage of learners of English as a second language, Applied Psycholinguistics 13: 253-278. Perdue, C. (1993) (Ed) Adult Language Acquisition: Cross-linguistic Perspectives, Vol. I and II. Cambridge: Cambridge University Press.Rast, R., Watorek, M., Hilton, H. et Shoemaker, E. (2014), "Initial processing and use of inflectional markers: Evidence from French adult learners of Polish", dans Han, Z-H. et Rast, R. (éds.), First Exposure to a Second Language: Learners' Initial Input Processing, Cambridge: Cambridge University Press, p. 64-106.Slobin, D. I. (1985). Crosslinguistic evidence for the language-making capacity. In D. I. Slobin (Ed.) The Crosslinguistic Study of Language Acquisition, Vol. 2. Theoretical Issues. Hillsdale, NJ: Lawrence Erlbaum Associates, 1157-1256. VanPatten, B. (2004) Input processing in second language acquisition. In B. VanPatten (Ed), Processing Instruction: Theory, Research, and Commentary (5-31). Mahwah, NJ: Lawrence Erlbaum Associates

Conjectural future in L2 Spanish: feature re-assembly by L1 French, Italian and English learners of Spanish
08:30AM - 10:30AM
Presented by :

Aoife Ahern, Professor, Universidad Complutense De Madrid

Co-authors :

José Amenos Pons, UNIVERSIDAD COMPLUTENSE DE MADRID

Pedro Guijarro-Fuentes, Full Professor In Spanish, Universidad De Las Islas Baleares

In many languages, including English and most Romance varieties, the future tense forms (FUT) can receive conjectural interpretations, unrelated to future time reference. However, crosslinguistically different Aktionsart restrictions apply. Furthermore, conjectural FUT may appear in concessive environments in Spanish and Italian, but not in French and English. We consider, along with Escandell-Vidal (2022), that certain (but not all) core semantic features are common to the FUT tense of all Romance varieties. Conversely, in English, futurity, modality and aspect are closely interrelated, in a different way from that of the Romance languages.In line with the Feature Reassembly Hypothesis (Lardiere 2008, 2009), we argue that the L2 learning task consists in re-assembling features, i.e., the learners firstly detect where the features in the L2 are, and secondly, the semantic restrictions under which they operate. Thus, we examine to what extent L1 French, Italian and English learners of L2 Spanish at upper intermediate and advanced levels (CEFR B2 and C1) can interpret and produce L2 combinations of semantic features that differ from their L1 in the degree to which they facilitate or restrict conjectural FUT. Other related questions we address are: to what extent do the L2 grammatical judgments rest on the L1 linguistic competence? Are L2 learners capable of detecting operational constraints in a combination of certain features of the L2, when they differ from those of L1? Is there progression in

this re-assembly process as learners gain greater general proficiency in the L2? We present results of two linguistic tasks probing the acceptability of conjectural simple and compound FUT forms, completed by L1 French, Italian and English learners of L2 Spanish, at CEFR B2 and C1 levels (N= 20 per level and L1), and by 29 monolingual European Spanish speaker controls. The tasks consisted of 1) an acceptability judgement task targeting lexical aspect feature violation in conjectural and concessive FUT and 2) a judgement task contrasting the acceptability of simple FUT vs. compound FUT. Our findings provide a fine-grained description of the semantic representation and access of interpretable features in L2 Spanish, in order to better understand how L2 learners cope with the cross-language presence of two different, albeit "similar", language systems. REFERENCESEscandell-Vidal, V. (2022). The simple future in Romance. Core meaning and parametric variation. In Baranzini, L., De Saussure, L. (eds.). Aspects of Tenses, Modality, and Evidentiality. Cahiers Chronos 31. Leiden: Brill, 9-31.Lardiere, D. (2008). Feature-Assembly in Second Language in Second Language Acquisition. In: Liceras, J., Zobl, H., Goodluck, H. (eds.) Features in Second Language Acquisition. Mahwah, NJ, Lawrence Erlbaum, 106-140.Lardiere, D. (2009). Some thoughts on a contrastive analysis of feature in second language acquisition. Second Language Research 25.2, 173–227.

10:30AM - 11:00AM

Foyer

Coffee break

11:00AM - 12:30PM

3113

Session 7A

Format : Individual paper

Speakers

Anna Mystkowska-Wiertelak, Associate Professor, University Of Wrocław

Simona Pekarek Doehler, Professor, University Of Neuchâtel

Elisabet Pladevall Ballester, Senior Lecturer, Universitat Autònoma De Barcelona

Emotions and emotion regulation in L2 classroom speaking activities: Combining the idiodynamic and quantitative perspectives
11:00AM - 12:30PM
Presented by :

Anna Mystkowska-Wiertelak, Associate Professor, University Of Wrocław

Co-authors :

Jakub Bielak, Assisstant Professor, Adam Mickiewicz University, Poznan

Following calls for more research regarding the dynamics of L2 communication inspired by complex dynamic systems theory (e.g., MacIntyre & Legatto, 2011), the dynamics of language learners' foreign language anxiety (FLA) and foreign language enjoyment (FLE), including their possible interaction, and the dynamics and details of emotion regulation (ER) directed at managing these emotions in pair- and group-work speaking tasks performed by approximately 20 advanced EFL learners were investigated. Dynamic studies of FLA and FLE and their interactions are rare and confined to laboratory-style settings (with learners producing monologues in the L2; e.g., Boudreau et al., 2018), so in this study the two emotions experienced by learners in actual L2 classes were examined by means of the innovative idiodynamic methodology (MacIntyre & Legatto, 2011). Speaking tasks were video-recorded, and while viewing the recordings after the tasks, participants indicated the levels of their emotions on a per-second basis using the idiodynamic software. In subsequent stimulated recall interviews they revealed the causes of the fluctuations in emotional intensity and the exact ER strategies they employed to decrease anxiety and increase enjoyment, including their timing (co-occurrence, sequencing), and the learner perceptions of their effectiveness. To supplement the close-up, dynamic investigation of the ER strategies, the adapted Cognitive Emotion Regulation Questionnaire (CERQ; Garnefski et al., 2001) was used to collect quantitative data from a larger sample (n = 90) of the same population of language learners concerning their use of the cognitive type of ER strategies, which are the most popular among language learners (Bielak & Mystkowska-Wiertelak, 2020), in L2 speaking tasks more generally. The ecological validity afforded by the classroom use of the idiodynamic methodology facilitated new insights into the triggers of FLA and, especially FLE, which has been researched for several years only, such as the finding that not only one's own success/failure perceptions regarding L2 speaking but also such perceptions concerning one's classroom partners can increase/decrease FLE. The combination of the dynamic and quantitative investigation confirmed that the cognitive change strategies used to reduce FLA, i.e. strategies related to the way one thinks about L2 use (e.g., "mistakes are OK") are the most frequent in L2 speaking, followed by attentional deployment strategies (which are also cognitive to a certain extent, e.g., distraction or positive refocusing on something pleasant). Novel findings concern the nuanced types of cognitive ER strategies (e.g. acceptance and positive reappraisal).Bielak, J., & Mystkowska-Wiertelak, A. (2020). Investigating language learners' emotion-regulation strategies with the help of the vignette methodology. System, 90, 102208. https://doi.org/10.1016/j.system.2020.102208Boudreau, C., MacIntyre, P.D., & Dewaele, J.M. (2018). Enjoyment and anxiety in second language communication: An idiodynamic approach. Studies in Second Language Learning and Teaching, 8(1), 149–170.Garnefski, N., Kraaij, V., & Spinhoven, P. (2001). Negative life events, cognitive emotion regulation and depression. Personality and Individual Differences, 30, 1311-1327.MacIntyre, P.D., & Legatto, J.J. (2011). A dynamic system approach to willngness to communicate: Developing an idiodynamic method to capture rapidly changing affect. Applied Linguistics, 32(2), 149-171.

Pseudo-clefts in L2 French social interaction: A developmental study
11:00AM - 12:30PM

Presented by :

Simona Pekarek Doehler, Professor, University Of Neuchâtel

Co-authors :

Klara Skogmyr Marian, Postdoctoral Researcher, University Of Neuchâtel

We bring together usage-based SLA and conversation-analytic SLA (Eskildsen/Pekarek Doehler 2022) to investigate the developmental trajectory of pseudo-clefts in French L2 in naturally occurring conversational data. The pseudo-cleft is a specificational construction consisting of two parts, A and B, linked by a copular element. B is said to specify A: 'ce qui est génial c'est qu'il viendra'/'what is great is that he will come' is a canonical example. The category pseudo-cleft also encompasses other formal implementations of the A-part, e.g., 'the thing that interests me' (Collins 1991) or simply 'the problem' (Valli 1981). Functionally, pseudo-clefts have been associated with information structure. Studies of talk-in-interaction describe the A-parts as projecting constructions fulfilling interaction-organizational purposes, such as projecting longer turns-at-talk.SLA research shows that the functional use of constructions pertaining to information structure emerges late in the L2 trajectory (Bartning 2016) and that even some related formal structures, such as the French c'est-cleft, are acquired late (Bartning/Hammarberg 2007). Pseudo-clefts, however, have remained largely unexplored in SLA, possibly due to their relative rarity and potentially very late emergence in learner data (Barting/Hammarberg 2007).This study explores a corpus of 80h of video-recordings of L2 French speakers (n=23; university students; various L1s; A1 to C1 CERL) who met regularly in groups of 3-4 for 6-18 months to practice French in a 'conversational circle'. We conduct qualitative conversation-analysis of the forms and functions of pseudo-clefts in the corpus, complemented by selective quantification, tracking individual participants longitudinally and comparing participants across proficiency levels. Preliminary analyses reveal that pseudo-clefts occur almost exclusively at higher proficiency levels (≥B2). In addition: (1) Canonical tokens initiated with 'ce que' are rare; most occurrences take the format 'NP c'est que' (see above) and are initially restricted lexically (NP = 'le problème'/'the problem'). (2) Pseudo-clefts are used increasingly not only for focus-marking, but to introduce long turns or project the speaker's stance, just as has been documented for L1 speakers. These observations suggest that (1) the canonical pseudo-clefts found with advanced learners might be retraceable back to lexically fixed exemplars, pointing to possible exemplar-based (Ellis 2002) roots of constructional development; (2) interaction-organizational uses of the construction emerge only with considerable L2 interactional practice. We expand these analyses and interpret their consequences for the development of L2 grammar-for-interaction.Bartning,I.(2016). Morphosyntax and discourse in high-level second language use. Hyltenstam,K.(Ed.), Advanced proficiency and exceptional ability in second languages,43-72.Bartning,I./Hammarberg,B.(2007). The functions of a high-frequency collocation in native and learner discourse: The case of French c'est and Swedish det är. IRAL 45,1-43. Collins,P.(1991). Cleft and pseudo-cleft constructions in English.Routledge. Ellis,N.C.(2002). Frequency effects in language processing. SSLA, 24,143-188. Eskildsen,S./Pekarek Doehler,S.(2022/in press). Emergent L2 grammar-for-interaction: Toward an interactional usage-based SLA. Special Issue, The Modern Langue Journal, 106,S1. Valli, A.(1981). Note sur les constructions dites "pseudo-clivées" en français. Recherches sur le français parlé 3,195-211.

The effect of task-based peer interaction on young EFL learners' explicit and implicit knowledge of past tense: an intervention study

11:00AM - 12:30PM

Presented by :

Elisabet Pladevall Ballester, Senior Lecturer, Universitat Autònoma De Barcelona

Co-authors :

Eloi Puig-Mayenco, Lecturer, King's College London

One of the aims of Task-based Language Teaching (TBLT) and learning research is to explore whether explicit instruction followed by task performance results in more effective acquisition of a given grammatical structure (Ellis, 2018; Ellis et al 2020) than task performance alone. Research comparing different TBLT learning conditions (Li, Ellis and Zhu,2016; Shintani, 2018; Williams and Evans, 1998) suggests that explicit instruction followed by focused task performance leads to higher gains in explicit knowledge than task-only conditions. As for implicit knowledge, these studies suggest that if learners have no previous knowledge of the structures, neither of the two conditions leads to significant gains in implicit knowledge. The effect of explicit instruction previous to task performance on the acquisition of grammatical knowledge is mediated by the type of learner, their age and proficiency and the length and amount of exposure received, so further research should corroborate such findings on underexplored populations and learning conditions.This study explores the development of Catalan/Spanish bilingual EFL primary school learners' explicit and implicit knowledge of English past tense after a task-based peer interaction intervention with and without explicit grammar instruction. Four groups of 6th grade EFL learners aged 11-12 participated in an 8-week pedagogical intervention (50 minutes per week) while a fifth control group only participated in the testing sessions. All experimental groups did 30 minutes of past tense focused task-based peer interaction per week (both collaborative and information-gap tasks). For the remaining 20 minutes, while one of the groups was given explicit instruction on past tense, the other group participated in EFL games on unrelated vocabulary, the third group received explicit instruction on interactional strategies (i.e conversational adjustments and corrective feedback strategies) and the fourth group received mixed explicit instruction on both past tense and interactional strategies.All groups took part in a bi-modal Grammaticality Judgement Task (explicit knowledge) and a Self-Paced Reading Task (implicit knowledge) before and after the intervention. The GJT consisted of 54 items divided across target and control conditions. In the target conditions we manipulated grammaticality (grammatical vs. ungrammatical) and verb type (regular vs. irregular). The SPR consisted of 64 items containing the same target and control conditions as in the GJT. The results show that before intervention, all participants irrespective of group show (a) target-like responses (in both the GJT and SPR) in the control conditions; and (b) non-target-like responses in the experimental conditions. In the GJT, post-intervention results indicate that out of the five groups, only those who received mixed explicit instruction on both past tense and interactional strategies showed significant improvement across experimental conditions. Those who received grammar instruction also showed significant improvement, though only with regular verbs. The two remaining experimental groups and control group did not show any improvement. In the SPR, post-intervention

results indicate that none of the groups showed significant improvement. Findings will be discussed in relation to the pedagogical intervention carried out and the development of implicit and explicit knowledge.

11:00AM - 12:30PM

3115

Session 7B

Format : Individual paper

Speakers

Shigenori Wakabayashi, Professor Of Applied Linguistics, Department Of English Studies, Chuo University

Figen Karaca, PhD Student, Radboud University, Nijmegen

Asymmetries between 1st Person and 2nd/3rd Person: Learner (In)Sensitivity to Non-target-like Use of 3ps -s

11:00AM - 12:30PM
Presented by :

Shigenori Wakabayashi, Professor Of Applied Linguistics, Department Of English Studies, Chuo University

Co-authors :

Takayuki Kimura, Chuo University

John Matthews, Professor, Chuo University

Takayuki Akimoto, Kogakuin University

Tomohiro Hokari, Atomi University

Tae Yamazaki, Komazawa University

Koichi Otaki, Chukyo University

This study investigates sensitivities to non-target-like use of 3rd person singular -s (3ps) in L2 English with self-paced reading-time (RT) data. We found that Japanese learners of English (JLEs) showed different sensitivities between not only [person] and [number] but also 1st person and 2nd/3rd person.Previous research has suggested JLEs are more sensitive to a mismatch in [person] than in [number] (Wakabayashi, 2013). However, the ungrammatical test items in those studies always contained 1st and 2nd person subject pronouns (e.g., You in *You speaks English) but full noun phrases for 3rd person plural subjects (e.g., *The studentsspeaks English). Hence, the observed asymmetry may lie in differences between pronouns and noun phrases rather than between [person] and [number] features. Wakabayashi et al. (2021) resolved this uncertainty using materials with sentential subjects that were all pronouns and demonstrated that Taiwanese learners of English (TLEs) show the same asymmetry between omission and overuse, and also between [person] and [number].This study examines whether JLEs show the same asymmetries as TLEs. Materials were adopted from Wakabayashi et al. (2021): four types of grammatical/ungrammatical sentences (1) in two lists, of which each participant was exposed to only one. Note that the critical point for grammaticality was always in an embedded clause, and sentential subjects were pronouns in all sentences. a. I know that I like/*likes …. b. I realize that you hate/*hates …. c. I'm sure that she *know/knows …. d. I think that they need/*needs ….Eight tokens of each type were included along with an equal number of distractors. Sensitivity to ungrammaticality was measured with RT in a word-by-word non-cumulative self-paced reading task with moving windows. Forty-seven JLEs participated in the experiment. The data were compared with data from 20 TLEs and 28 native speakers of English in Wakabayashi et al. (2021). A Linear Mixed Effect Model analysis showed that JLEs differed partially from TLEs: Although neither JLEs nor TLEs were sensitive to omission errors (1c) or overuse errors with number violations (1d), JLEs were sensitive to overuse of 3ps -s when the subject was 1st person (1a) but not 2nd person (1b), while TLEs were sensitive to both 1st and 2nd person agreement violations. We attribute this difference between groups to their first languages: Japanese has subject-verb agreement in honorific, modal, and benefactive expressions which differentiates 1st person from the others while Chinese does not. We also contend that TLEs' behavior is due to intrinsic/optional differences between [person] and [number] agreement as proposed in Wakabayashi et al (2021).ReferencesWakabayashi, S. (2013). Why do we need a linguistic theory to describe learners' behaviors? Second Language 12, 81–108. Wakabayashi, S., Kimura, T., Matthews, J., Akimoto, T., Hokari, T., Yamazaki, T. & K. Otaki. (2021). Asymmetry between Person and Number Features in L2 Subject-Verb Agreement. Proceedings of Boston University Conference on Language Development (BUCLD) 45: 735–745.

Predictive Use of Case-Marking Cues in Turkish: Monolingual Compared to Turkish-Dutch Bilingual Adults

11:00AM - 12:30PM
Presented by :

Figen Karaca, PhD Student, Radboud University, Nijmegen

Co-authors :

Susanne Brouwer, Assistant Professor, Radboud University

Sharon Unsworth, Associate Professor, Radboud University

Falk Huettig, Professor, Radboud University & Max Planck Institute For Psycholinguistics

Speakers of languages with strict Subject-Verb-Object word order may use verb-semantics (e.g., eat) to predict an upcoming object (e.g., cake) (e.g., Altmann & Kamide, 1999), whereas speakers of languages with flexible word order (e.g., Turkish) may also rely on case-marking cues (e.g., Özge et al., 2019). Whether bilingual speakers use similar predictive processing strategies as monolinguals has been investigated with bilingual children in few studies (e.g., Brouwer et al., 2017); however, little is known about the end-state of these prediction abilities in bilingual adults.The current study investigated to what extent bilingual adults are similarly able to use case-marking on the first noun phrase (NP1) to predict the second noun phrase (NP2) as monolinguals. In a visual world eye-tracking experiment, 24 Turkish monolingual adults (Mage=26.33, SD=6.25) and 25 Turkish-Dutch bilingual adults (Mage=26.68, SD=5.21) listened to Turkish sentences in which case-marking on NP1 (accusative/nominative) and verb position (sentence-

medial/sentence-final, counterbalanced) were manipulated (see Table 1), while looking at a visual scene with three pictures (cf. Özge et al., 2019). The pictures represented the NP1 (e.g., rabbit), a plausible patient in a context where NP1 was the agent (e.g., carrot), and a plausible agent in a context where NP1 was the patient (e.g., fox).Fixations to agent versus patient pictures were analyzed by using mixed effect logistic regression during the time window between NP1 and NP2. The results showed a significant interaction between Time, Condition (accusative vs. nominative), and Group (monolingual vs. bilingual) in both the verb-final (β=-0.45, SE=0.05, z-value=-9.98, p< .001) and the verb-medial condition (β=-0.30, SE=0.04, z-value=-7.84, p< .001). In the verb-final condition, a significant interaction between Time and Condition demonstrated a prediction effect for monolinguals (β=0.26, SE=0.03, z-value=8.68, p< .001), but not for bilinguals (β=-0.19, SE=0.03, z-value=-5.61, p< .001), as shown in Figure1.pdf. In the verb-medial condition, a significant interaction between Time and Condition revealed a prediction effect for both monolinguals (β=0.41, SE=0.02, z-value=17.25, p< .001) and bilinguals (β=0.12, SE=0.03, z-value=3.88, p< .001), though smaller in magnitude for bilinguals (see Figure2.pdf).In conclusion, the results suggest that Turkish-Dutch bilingual adults are able to use case-marking cues predictively when integrated with verb-semantics (i.e., verb-medial condition), but not when presented alone (i.e., verb-final condition). These findings provide evidence for the use of morphosyntactic cues in predictive processing of bilinguals whose languages do not use the same type of cues.ReferencesAltmann, G. T. M., & Kamide, Y. (1999). Incremental interpretation at verbs: Restricting the domain of subsequent reference. Cognition, 73, 247–264. doi:10.1016/S0010-0277(99)00059-1Brouwer, S., Özkan, D., & Küntay, A. C. (2017). Semantic prediction in monolingual and bilingual children. In E. Blom, L. Cornips, & J. Schaeffer (Eds.), Cross-linguistic Influence in Bilingualism, (pp. 48-73). John Benjamins Publishing Company. doi:10.1075/sibil.52.04broÖzge, D., Küntay, A., & Snedeker, J. (2019). Why wait for the verb? Turkish speaking children use case markers for incremental language comprehension. Cognition, 183, 152–180. doi:10.1016/j.cognition.2018.10.026

Session 7C

Format : Individual paper

Speakers

Ann-Christin Bruhn, Hildesheim University

Simone Pfenninger, Professor Of English Linguistics, University Of Zurich

The development of verbal self-concept and linguistic competencies of young learners in monolingual and bilingual settings

11:00AM - 12:30PM

Presented by :

Ann-Christin Bruhn, Hildesheim University

Co-authors :

Kristin Kersten, Professor Of SLA And English Language Teaching, Hildesheim University

Despite increasing awareness towards language–sensitive teaching and a growing number of multilingual children, studies still find a strong focus on monolingualism in many German schools. Specific needs of multilingual children are not always adequately supported, and their resources and potential often not fully exploited. However, numerous studies have shown that intensive bilingual instruction characterized by a high use of cognitively stimulating teaching techniques can have positive effects on the cognitive and linguistic development of young (multilingual) learners (Kersten, 2020). Therefore, the question arises whether early intensive bilingual support can have positive effects on the self–perception of young children beyond linguistic and cognitive aspects. Since language and personality development are closely interwoven and the linguistic environment is central to learners' development, it can be assumed that children's linguistic self–concept influences language development on the one hand, and is influenced by language–intensive bilingual contexts on the other (Zaunbauer et al., 2013). In general, research on self–concept shows that preschoolers still assess their self–concept in a relatively undifferentiated and unrealistically positive way, but that it becomes more realistic with increasing cognitive and linguistic development (Roebers, 2007).Accordingly, this longitudinal study investigates the effects of bilingual schooling on verbal self–concept and linguistic skills, focusing on the following research questions: Do children in monolingual and bilingual settings differ in their development of German verbal self–concept? How is children's German verbal self–concept related to their German language proficiency?To that end, the verbal self–concept of N=78 mono– and multilingual learners in monolingual (German) and bilingual (German–English) settings was investigated longitudinally from preschool to the end of 1st grade, and related to their German language proficiency using a cross–lagged panel design. Verbal self–concept was operationalized via a standardized questionnaire (6 items) on all participants' languages; German language skills were assessed with standardized grammar and lexicon tests (TROG–D; SET 5–10); additionally, family's language and socioeconomic background were elicited with a parent questionnaire.Preliminary results of several statistical analyses (i.a. repeated measures ANOVA) show that children in monolingual and bilingual settings do not differ in their development of German language proficiency. However, children in bilingual institutions rated their German verbal self–concept significantly lower than children in monolingual institutions at both testing times. This could indicate that children in bilingual contexts have already developed a more realistic self–concept or a higher metalinguistic awareness and are therefore already able to assess themselves in a more reflective and differentiated way (Roebers, 2007). Further results will be discussed with regard to language–sensitive teaching contexts and the learners' linguistic and social backgrounds. Kersten, K. (2020). Der Zusammenhang von kognitiven Fähigkeiten und Zweisprachigkeit im frühen L2–Erwerb: Individuelle und externe Faktoren. In H. Böttger, J. Festman, T. Müller (Eds.), Language Education and Acquisition Research: Focusing Early Language Learning (pp. 82–116). Klinkhardt. Roebers, C.M. (2007). Entwicklung des Selbstkonzeptes. In M. Hasselhorn & W. Schneider (Eds.), Handbuch der Entwicklungspsychologie (pp. 381–391). Hogrefe.Zaunbauer, A.C.M., Gebauer, S.K., Retelsdorf, J., Möller, J. (2013). Motivationale Veränderung von Grundschulkindern in Englisch, Deutsch und Mathematik im Immersions- und Regelunterricht. Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 45(2), 91–102.

Within-person effects in L2 development by novice older adult learners: Evidence from an intensive micro-longitudinal study

11:00AM - 12:30PM

Presented by :

Simone Pfenninger, Professor Of English Linguistics, University Of Zurich

Co-authors :

Maria Kliesch, University Of Zurich

EuroSLA_abstract.pdf

Session 7D

Format : Individual paper

Speakers

Nouf Alharbi, PhD Researcher, University Of Birmingham

Lieven Bollansée, PhD Candidate, KU Leuven

The Production Effect on vocabulary learning in child learners of Arabic as an Additional Language

11:00AM - 12:30PM
Presented by :

Nouf Alharbi, PhD Researcher, University Of Birmingham

Co-authors :
Gareth Carrol, Senior Lecturer, University Of Birmingham
Bene Bassetti, Associate Professor, University Of Birmingham

The production effect (PE) is the positive effect of reading lexical items aloud on word learning, compared with reading silently (MacLeod et al., 2010). Contrasting assumptions have been proposed regarding the PE in adults. While some researchers propose that adults show a positive effect (better recall for words learned aloud, Icht and Mama, 2019), others show a reversed effect (better recall for words learned silently, Kaushanskaya & Yoo, 2011). Although positive and reversed PE has been supported by several studies using different methods, there are limited studies investigating the PE on children. This study tested the impact of production on the acquisition of nouns in child learners of Modern Standard Arabic (MSA).In experiment 1, seventy-two English speaking children aged four to eleven with basic knowledge of Arabic participated in an online MSA word learning task under two conditions: listening only and listening then repeating, using a mixed-list design to learn twenty words in total. A forced-choice recognition test was used to assess word knowledge in terms of accuracy, and response time on three tests: immediate, 24-hour delayed, and nine-week follow-up. Results indicate similar recognition in both conditions. Accuracy was higher for the production (i.e., listen then repeat) condition than the listening-only condition in the immediate and delayed conditions, but there was no difference between the two conditions in the 9-week test. Further analyses showed a main effect of dominant language on response time, such that English-dominant speakers responded to the stimuli more slowly and with more errors than Arabic-dominant speakers. A reversed production effect for older children in the follow-up test was observed for response time, while no effect was shown for accuracy.In experiment 2, fifty English speaking children aged four to six participated in a preferential looking paradigm using an Eyelink Portable Duo eye-tracker. In this study, children learned twenty-four words per condition in a blocked design. Immediately after completing learning under each condition, children were asked to recall learned words. There were three testing sessions: immediately after learning, after one week, then after two weeks to measure their recognition of learned items. Preliminary findings suggest that production may enhance word learning in younger children, particularly with blocked (as opposed to mixed) condition. It appears that production can be an efficient mnemonic for child learners especially in tasks that requires word-picture mapping, which is consistent with findings from previous PE studies conducted with early school-aged children and adults. References:Icht, M., & Mama, Y. (2019). The effect of vocal production on vocabulary learning in a second language.Language Teaching Research, 136216881988389. https://doi.org/10.1177/1362168819883894Kaushanskaya, M., & Yoo, J. (2011). Rehearsal effects in adult word learning.Language and Cognitive Processes,26(1), 121–148. https://doi.org/10.1080/01690965.2010.486579MacLeod, C. M., Gopie, N., Hourihan, K. L., Neary, K. R., & Ozubko, J. D. (2010). The production effect: delineation of a phenomenon. Journal of Experimental Psychology. Learning, Memory, and Cognition, 36(3), 671–685. https://doi.org/10.1037/a0018785

A longitudinal study on the relationship between young English language learners' extramural English and their vocabulary knowledge.
11:00AM - 12:30PM
Presented by :

Lieven Bollansée, PhD Candidate, KU Leuven

Co-authors :
Eva Puimège, KU Leuven
Elke Peters, University Of Leuven

Second language acquisition research has shown the benefits of out-of-school exposure to English, or extramural English (EE), for the language acquisition process of EFL learners (Hannibal Jensen, 2017; Sundqvist, 2019). An increasing number of studies have recently focused on children who are already exposed to EE before formal instruction. Those studies suggest that there is a positive relationship between the amount of EE learners engage with and their English language proficiency, in particular their vocabulary knowledge (De Wilde et al., 2020; Puimège & Peters, 2019). Further, research also indicates that young learners experience positive attitudes towards the language (Zenner et al., 2020). However, little is still known about the longitudinal development of young learners' engagement with EE, their attitudes towards EE, and their English vocabulary growth before formal instruction. This presentation will zoom in on the longitudinal development of different EE aspects and vocabulary knowledge in two cohorts of primary school children prior to English instruction (L1 = Dutch): n = 42 in Cohort 1 (age 10 -11) and n = 50 in Cohort 2 (age 11-12). In two measurement times, one year apart, we measured their vocabulary knowledge in a meaning recall test (an adapted version of the Picture Vocabulary Size Test, Anthony & Nation, 2017), and their EE engagement and attitudes towards EE in a Likert-scale questionnaire. Finally, we identified which learner-related variables predicted vocabulary knowledge at Time 2 and vocabulary development. A two-way repeated measures ANOVA indicated that young learners' vocabulary knowledge increased significantly over time (F(1, 90) = 343.98, p < .001, ηp2 = .79), more so in Cohort 1 than in Cohort 2. Engagement with EE slightly increased as well, albeit not significantly (F(1, 82) = 1.33, p = .253, ηp2 = .02). Learners in Cohort 1 especially gamed and browsed social media more at Time 2. The findings also showed that the children's attitudes towards EFL grew more positive over time. Finally, regression tree analyses indicated that, for both cohorts, only vocabulary knowledge at Time 1 predicted vocabulary knowledge at Time 2.Anthony, L., & Nation, I. S. P. (2017). Picture Vocabulary Size Test (Version 1.2.0) [Computer software and measurement instrument]. Tokyo: Waseda University. Retrieved from http://www.laurenceanthony.net/software/pvstDe Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure: which levels of language proficiency are attained and which types of input are important? Bilingualism: Language and Cognition, 23(1), 171–185. Hannibal Jensen, S. (2017). Gaming as an English language learning resource among young children in Denmark. CALICO Journal, 34(1), 1–19.Puimège, E., & Peters, E. (2019). Learners' English vocabulary knowledge prior to formal instruction: The role of learner-related and word-related variables. Language Learning, 69(4), 943–977. Sundqvist, P. (2019). Commercial-off-the-shelf games in the

digital wild and L2 learner vocabulary. Language Learning & Technology, 23(1), 87–113. Zenner, E., Rosseel, L., & Speelman, D. (2020). Starman or Sterrenman: An acquisitional perspective on the social meaning of English in Flanders. International Journal of Bilingualism, 25(3), 568–591.

11:00AM - 12:30PM

3119

Session 7E
Format : Individual paper

Speakers

Anne Marie Devlin, Lecturer, University College Cork

Pascale Leclercq, Université Paul Valéry Montpellier 3, Université Paul Valéry Montpellier 3

Henriette Arndt, Postdoctoral Research Fellow, Lund University

The Impact of a Short-Term Study Abroad Sojourn on the Acquisition of L2 Russian Sociopragmatic Variation Patterns
11:00AM - 12:30PM
Presented by :

Anne Marie Devlin, Lecturer, University College Cork

Focusing on L2 Russian learners, this paper explores the impact of a short-term study abroad (SA) sojourn on the development of sociopragmatic variation patterns realised in the speech acts of request, apology and offer. By means of a pre- and post-SA written discourse completion task (WDCT), it examines the acquisition trajectory of strategies and linguistic devices deployed to realise the speech acts in paired scenarios differentiated in terms of social distance, imposition and respect for the interlocutor. Specifically, it aims to answer the following research questions:- How does a short-term SA impact on sociopragmatic variation patterns?- To what extent are changes informed by social variables?This paper adds to the small body of research (e.g. Dubinina & Malamud, 2017; Krulatz, 2012; Owen, 2001; Shardakova, 2005) into the development of interlanguage pragmatics in L2 Russian speakers.The participants consist of a cohort of 18 third-level learners of Russian who self-reported belonging to three proficiency levels – beginner, intermediate and advanced. The sojourn lasted eight weeks. The learners attended daily lessons and lived together in student accommodation. A WDCT was compiled using four paired scenarios differentiated in terms of social variables laid out above. The WDCT was administered at the beginning of the sojourn, before classes started, and at the end, when the course had finished. The data were analysed following an adapted version of the cross-cultural speech act realisation tool developed by Blum-Kulka & Olshtain (1983) taking into account the strategies of head act, IFID, adjuncts, modifiers and nominal address terms (NATs). The final strategy is particular to Russian, and, to the researcher's knowledge, has not previously been studied in interlanguage pragmatics. The system of NATs in Russian is highly complex, and choices carry sociopragmatic weight (Offord & Gogolitsyna, 2005).Results indicate that all levels of learners enact sociopragmatic variation to varying degrees before SA. After SA, differential patterns were found, unconnected to proficiency level, mainly within the strategies of modifiers and NATs. Learners used modifiers and NATs to a significantly higher degree after SA and deployed both differentially according to the social constraints of the scenario. We posit that this happened due to increased attendance to the variable of respect and, to a lesser extent, imposition.ReferencesBlum-Kulka, S., & Olshtain, E. (1983). Requests and Apologies: A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP). Applied Linguistics, 5(3), 196–213.Dubinina, I. Y., & Malamud, S. A. (2017). Emergent communicative norms in a contact language: Indirect requests in heritage Russian. Linguistics, 55(1), 67–116. Krulatz, A. M. (2012). Interlanguage pragmatics in Russian: The speech act of request in email. University of Utah.Offord, D., & Gogolitsyna, N. (2005). Using Russian: A guide to contemporary usage. Cambridge: Cambridge University Press. Owen, J. S. (2001). Interlanguage pragmatics in Russian: A study of the effects of study abroad and proficiency levels on request strategies. BrynMawr College, BrynMawr, PA.Shardakova, M. (2005). Intercultural pragmatics in the speech of American L2 learners of Russian: Apologies offered by Americans in Russian . Intercultural Pragmatics, 2, 423–451.

Development of stance-taking in L2 English and French during study abroad
11:00AM - 12:30PM
Presented by :

Pascale Leclercq, Université Paul Valéry Montpellier 3, Université Paul Valéry Montpellier 3

Speaking involves making claims and judgements about things, conveying feelings and attitudes, and sometimes indicating how access to the information was gained. Speaker's stance (Biber 2006) is expressed by means of a variety of markers, such as modal verbs or verbs of cognition. It is often viewed as related to speaker style and identity (Bucholtz & Hall 2005;Baumgarten & House 2010) insofar as stance markers allow the speaker to express their level of confidence towards the propositional content. For L2 speakers, who are developing their own L2 style (Grieve 2015; Compiegne 2020), expressing stance is a key communicative competence. However, many stance markers are polyfunctional, and learners face the challenge of learning the relevant form-function mappings in a variety of contexts. Study abroad appears to provide a favorable context for such development of the pragmalinguistic competence (Pérez Vidal and Shively 2019; Howard 2021, Author 2021) while fostering autonomy and self-efficacy (Benson et al. 2012, Papatsiba 2005, Grieve 2015, Compiegne 2020).In this paper, we focus on the use of frequent cognition verbs ('I think', 'I guess', 'I believe'/ je pense, je trouve, j'imagine), which take various discursive functions, including expressing inference, asserting an opinion, hedging, or pragmatic/organizational functions (such as signaling the beginning of a speaking turn, or aligning with the interlocutor) (Kärkkäinen 2003, Mullan 2012). We seek to find out (1) how L2 learners' use of such stance markers evolves over the course of a prolonged study abroad period and (2) whether a link can be established between such evolution and the development of an assertive style.We use semi-guided interview data from two longitudinal projects. In the first project, five French learners of English were interviewed before (Time1), during (Time2, Time 3 and Time 4) and after (Time 5) their nine-month stay-abroad on a British or Irish campus. The interviews (12h in total) were filmed and transcribed with CLAN. Two learners had a lower

intermediate, and three an advanced level in L2 English prior to departure. For the second project we used interview data from the LANGSNAP database. 26 anglophone learners of French who spent nine months in France were interviewed pre-departure and after their stay-abroad. We coded for the stance marker's discursive functions (including evidential uses, opinion, hedging and pragmatic uses).Our analyses show that learners develop pragmatic uses of the stance markers over the nine-month stay abroad, which suggests the development of communicational strategies and improved discourse organization. In spite of large individual variations, learners globally remain influenced by the pragmalinguistic patterns of their L1 (for example, Anglophone learners of French favour less assertive values such as hedging). Finally, we show that stance-marking is also a question of style, with two profiles of users (moderate vs intensive) for the stance markers under consideration, who may develop a more assertive style after a few months abroad.

The LANG-TRACK-APP and the Experience Sampling Method: Advancements in research on language exposure and use in study abroad
11:00AM - 12:30PM
Presented by :

Henriette Arndt, Postdoctoral Research Fellow, Lund University

Co-authors :

Jonas Granfeldt, Professor, Lund University/Centre For Languages And Literature
Marianne Gullberg, Professor, Lund University

Cognitive (e.g., usage-based; Ellis, 2009) and socio-cultural (e.g., van Lier, 2006) SLA theories identify quantity and quality of target language exposure and use (TLEU) as central driving forces behind language acquisition. Yet, mainstream SLA research commonly includes only broad-strokes measures of TLEU, such as global estimates (e.g., 'length of exposure') or one-off summative recall questionnaires administered, for example, at the end of a Study Abroad period. Qualitative aspects such as the context in which language is used, with whom, etc. are often overlooked (cf. Briggs Baffoe-Djan and Zhou, 2020). Hence, Ortega (2018) called for research to investigate the "black box of experience of language", which in turn requires methodological advancements.The Experience Sampling Method (ESM) offers an alternative approach used in many disciplines, including medicine and psychology. Therein, research participants report their experiences several times per day, following fixed or random sampling schedules. Applied to SLA research, the ESM can yield exceptionally rich data on various aspects of TLEU (Arndt, Granfeldt and Gullberg, 2021). To aid SLA researchers in implementing this approach, we have developed the LANG-TRACK-APP, a smartphone application for signalling participants and collecting survey responses. Drawing on a recent study of TLEU during Study Abroad, we show how the LANG-TRACK-APP can be used to implement the ESM in SLA research. The participants were 25 international students in Sweden and 19 Swedish Erasmus exchange students. They were surveyed via the LANG-TRACK-APP several times per day during three week-long periods, spread across three months. They reported the activities in which they had engaged immediately prior to receiving each survey and for how long; who, if anyone, they were with; and whether and how they had been using various languages.Our findings illustrate how the nested ESM data structure (i.e., multiple responses per participant per day) enables researchers to conduct a wide range of analyses beyond what is possible with other methods. For example, individual survey responses can be used to explore day-to-day within-participants changes in subjective experiences of TLEU. Moreover, aggregating responses within individuals can reveal patterns in TLEU over time and their co-evolution with other variables, e.g., language proficiency, willingness to communicate, and L2 anxiety.Arndt HL, Granfeldt, J and Gullberg M (2021) Reviewing the potential of the Experience Sampling Method (ESM) for capturing second language exposure and use. Second Language Research, 1–20.Briggs Baffoe-Djan JG and Zhou S (2020) Close encounters of the third kind: Quantity, type and quality of language contact during study abroad. In Howard M: Study abroad and the second language learner: Expectations, experiences and development. Bloomsbury, 69–89.Ellis N (2009) Optimizing the input: Frequency and sampling in usage-based and form-focused learning. In Long MH and Doughty C: The handbook of language teaching. Wiley-Blackwell, 139–158.Ortega L (2018) SLA in uncertain times: Disciplinary constraints, transdisciplinary hopes. Working Papers in Educational Linguistics, 33(1), 1.Van Lier L (2006) The ecology and semiotics of language learning: A sociocultural perspective. Springer Science & Business Media.

11:00AM - 12:30PM

3120

Session 7F
Format : Individual paper

Speakers
Marianne Starren, Associate Prof , Radboud University Nijmegen
Seyit Gok, Head Of The English Section/Language Centre, University Of Groningen

Adult language learning success in its very initial stages: the effect of leaning condition and individual learner variables in three language tests across five L1s
11:00AM - 12:30PM
Presented by :

Marianne Starren, Associate Prof , Radboud University Nijmegen

Co-authors :

Roeland Van Hout, Professor, RU Nijmegen
Josseke Jonker, Master Student, Radboud University

The VILLA project, Varieties of Initial Learners in Language Acquisition (Dimroth et al., 2013; VILLA Field Manual, 2022) managed to find a format in which the very initial stages of adult language acquisition could be investigated by having the most control over input as possible (Flege 2009). The researchers recruited one single teacher, teaching a carefully devised curriculum for both learning conditions (form- vs. meaning-based) to all of the thoroughly selected

participants with no prior knowledge of the language (Polish), thus ensuring uniformity in entry level, input, and exposure duration. In this longitudinal experiment (two weeks), 162 adult learners of five different project countries with five different L1s, recruited from universities of the Netherlands (Nijmegen), the UK (York), France (Paris), Germany (Osnabrück) and Italy (Pavia) took part in a Polish language course in which they were exposed to 14 hours of monolingual input in 10 sessions.End 2021, integrated databases became available (Villa Manual 2022), finally enabling to answer two general research questions:Do the meaning- and form-based learning conditions give different language learning successes?Can individual learner differences predict language learning success?We selected tests that had been administered at a minimum of two time intervals, and that covered different language domains: Word Recognition, Grammaticality Judgment and Phoneme Discrimination. We applied linear mixed effects regression.We found clear progress both in Word Recognition and Grammaticality Judgment, but no significant effect of learning condition. For Phoneme Discrimination, testing a phonological distinction present in Polish, but not in the L1s of the learners, we found no significant effects at all. The answer to research question 1 is a clear "no". We had a large set of individual learner variables related to executive functions (Digit Span, Letter Number Sequencing, Flanker), Perceptual Preference (Barsch), Language Aptitude (Llama B (Word Learning sills), Llama D (Phonological Recogntion) and Llama F (Grammatical Inferencing)), personality (NEO FFI-3 and ISALEM-97), and motivation (AMTB). We found that only Llama D, Llama F, Raven, and motivation were successful predictors for progress in two of the three language tests. None of these variables had any influence on the results in the Phoneme Discrimination, although several participants could discriminate the unknown sounds in question. Returning to our second research question, the answer is a qualified "yes". It seems that although learner variables can have predictive value, they are not solely responsible for learning success.In the last part of our presentation, we will address possible theoretical implications of our results, taking into account the learnability of various linguistic elements, and the variability between language components. Dimroth, C., Rast, R., Starren, M., & Watorek, M. (2013). Methods for studying the acquisition of a new language under controlled input conditions: the VILLA project. Eurosla Yearbook, 13(1), 109–138. https://doi-org.ru.idm.oclc.org/10.1075/eurosla.13.07dimFlege, J. (2009). Give input a chance! In T. Piske & M. Young-Scholten (Eds.), Input Matters in SLA (pp. 175-190). Bristol: Multilingual Matters.VILLA Field Manual (2022), team villa researchers. Wissenschaftliche Schriften der WWU Münster.

Updating beliefs about English for academic purposes: Tuning in teachers and students on the same page
11:00AM - 12:30PM
Presented by :

Seyit Gok, Head Of The English Section/Language Centre, University Of Groningen

Co-authors :
Kinan Alajak, Founder/ Director , Refugee Wellbeing And Integration Initiative
Marije Michel, Chair Of Language Learning, Groningen University

Over the years, much research into English for Academic Purposes (EAP) has focused on course design, course outcomes regarding specific skills (e.g., writing essays) and assessment criteria and practices (e.g., Nagy and Townsend, 2012; Wingate and Harper, 2021). More recently, researchers have also looked into what students and teachers believe about what and how to learn and teach EAP (e.g., Basturkmen, 2019; Blaj-Ward, 2014). In line with the latter, this paper presents data on student and teacher beliefs about EAP of an underresearched population in a unique context, that is, highly educated refugees learning English for university entry from a group of dedicated volunteer teachers.We provide quantitative survey data from refugees and asylum seekers in the Netherlands (N= 150) of various national and linguistic backgrounds, with the majority speaking (Syrian) Arabic or Turkish as their mother tongue. Due to their migration experience, most had a disrupted educational and/or professional biography, meaning that they were currently not able to pursue their academic studies or profession. Given that excellent English (at least B2) is required for university studies and jobs at academic levels in the Netherlands, participants self-enrolled for the courses offered by the volunteer organisation in order to reach their goals.Student participants provided answers on their demographic and educational background and answered open and closed questions regarding their experiences, beliefs and expectations about English learning. Questions targeted among others material and language learning resources, the importance of different skills, their own strengths and weaknesses as a language learner as well as what they hoped to learn from and see in their teacher.This information was matched with a qualitative study into beliefs about EAP teaching to this specific population based on interviews with N=5 teachers (4 female; 1 male) who volunteered in the organisation. Teachers had differing amounts of teaching experience (from none to more than 10 years) and qualifications. Only one of them had the priorly worked with refugee learners.Our findings demonstrate that learners and teachers seem to agree on important aspects of EAP, for example, the need to develop academic writing skills. Yet, the data also demonstrate substantial differences between learners, who wish to work towards more utilitarian goals such as passing the IELTS test, and teachers, who aim for more long-term goals such as improving students' academic integration. We will discuss our findings in light of recent research into teacher cognition and EAP course design while also highlighting the unique setting of our research, that is, refugees taking EAP classes provided by volunteer teachers.ReferencesBasturkmen, H. (2019). ESP teacher education needs. Language Teaching, 52(3), 318-330.Blaj-Ward, L. (2014) Researching Contexts, Practices and Pedagogies in English for Academic Purposes. Basingstoke: Palgrave Macmillan.Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. Reading Research Quarterly, 47(1), 91-108.Wingate, U., & Harper, R. (2021). Completing the first assignment: A case study of the writing processes of a successful and an unsuccessful student. Journal of English for Academic Purposes, 49, 100948.

12:30PM - 12:45PM

Foyer

Break

Does literacy change language learning? Insights from awareness research

Format : Keynote talk

Speakers

Sible Andringa, University Of Amsterdam

Moderators

Audrey Bonvin, University Of Fribourg

When learning a language, learners may become aware of the structural properties of language, which means they consciously consider form, sound, grammar, etc. Such awareness may emerge spontaneously, but is often also imposed through instruction. It is intriguing to note that the fields of first and second language acquisition (FLA and SLA) have treated the construct of awareness remarkably differently. You could argue that debates over the role of awareness in second language acquisition have shaped the field. There is a rich tradition of research into the constructs of explicit and implicit learning and knowledge, how these interface, how they should be measured and what they mean for pedagogy (e.g., DeKeyser, 2003; Ellis, 1994; Hulstijn & Ellis, 2005; Rebuschat & Williams, 2012; Schmidt, 1995). This stands in stark contrast to FLA: irrespective of the theoretical approach, the tacit assumption in this field has been that children learn languages implicitly through communication and use (e.g., Kidd & Arciuli, 2016), and empirical investigations into the role of awareness in child language learning are few and far between.In this presentation, I will explore the possibility that this gap exists because we have not sufficiently considered literacy as a shaping factor in language learning. There is a rich literature on literacy development showing that literacy allows people to think about language as an object of thought. As Olsen (2002) puts it, literacy offers "new possibilities for thinking" (p. 155) and these might well shape how we learn a language. Given that FLA research is strongly shaped by work with very young preliterate learners, while SLA has virtually neglected preliterate learners (Andringa & Godfroid, 2020), there is a real possibility that theories in both fields are biased against literacy effects. In this talk, I will first discuss the nature and strength of the evidence offered by SLA research that linguistic knowledge can effectively be instantiated without awareness. Then I will review what first language acquisition theories and research may tell us about the role that awareness plays in child language acquisition. And finally, I will explore the theoretical grounds for assuming that literacy may shape the ability to become aware of the structural properties of language, and explore the possibility that the apparent differences between the first and second language learning fields may be rooted in literacy-related research biases.