

EuroSLA 29

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EUROPEAN SECOND LANGUAGE ASSOCIATION

BOOK OF ABSTRACTS

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LUND
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Book of Abstracts

EuroSLA 29

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Plenary speakers

When: 2019-08-29, 09:15 - 10:15, Where: Aula

Sign Languages and Second Language Acquisition Research

Keywords: Sign Languages Second Language Acquisition Research

Krister Schönström

Stockholm University

Abstract: Is learning a second language in the visual modality, such as a sign language, the same as learning a spoken second language? In recent years there has been a growing interest in Sign Second Language Acquisition (SSLA), in parallel with a growing number of students learning a sign language as a second language. But research in this area is very sparse. As signed and spoken languages are expressed differently modally, there is a great potential for broadening our understanding of the mechanisms and the acquisition processes of learning a (second) language through SSLA research. In addition, the application of existing SLA knowledge to sign languages can bring us new insights about the generalizability of SLA theories and descriptions, to see whether they even hold true for sign languages. Lastly, we need more research on SSLA in order to build a critical mass of knowledge that can be applied later within sign L2 education to train skilled L2 signers who can go on to work as interpreters, teachers or within deaf communities.

In my talk I will start with a brief overview of sign languages and SSLA research. I will also present some examples and insights from my own corpus-based SSLA research of hearing learners of Swedish Sign Language as L2, providing examples on applications of SLA theories and practices to sign language learners. The talk will end with a discussion of some challenges of combining sign language and SLA research.

When: 2019-08-29, 17:15 - 18:15, Where: Aula

About performance and ability. Practical and theoretical issues in the measurement of language ability

Keywords: language performance, language ability, measurement, practice, theory

Rob Schoonen

Radboud University Nijmegen

Abstract: In language acquisition research, we investigate various language performances of language learners as an indication of their language ability, usually to relate the level of performance to learners' acquisition or learning conditions. Implicitly or explicitly, we make claims about learners' abilities to actually perform given language tasks in real life and real time. The validity of our research outcomes and claims depends to a large extent on the quality of the elicitation tasks used and the operationalization of language ability. Which tasks do we assign to the participants in our studies and what can we infer – based on these operationalizations- about their language ability?

In this talk, I will address some of the issues we have to face when we conduct our SLA research and when we want to make claims about language learners' language ability. How serious is the dependence on the specifics of task we have used to collect our data with, the items we have used in our test, or to what extent will results depend on the raters who were involved in the grading of speaking or writing performances? It turns out that trying to answer these kinds of questions about the psychometric quality of our measurements leads us back to fundamental questions about our theoretical framework for language ability.

When: 2019-08-30, 09:00 - 10:00, Where: Aula

Orchestrating Second Language Learning in Classrooms: Nudging for a Sea-change

Keywords: SLA, language teaching

Lourdes Ortega

Georgetown University

Abstract: Within the field of second language acquisition (SLA), many researchers are committed to improving language teaching. They have contributed useful knowledge about key questions regarding the benefits of attention to form and noticing, the power of interaction and correction in classrooms, motivation to study languages and other factors that create individual differences in student success, the relative effectiveness of different types of instruction, how to design language teaching around tasks and content, the servicing of digital technologies for language learning, and so on. This research has burgeoned, leading to unprecedented levels of empirical prowess and giving rise to a formal disciplinary space known as Instructed SLA, or ISLA for short. In this talk, I will suggest the time has come for a re-attunement beyond these disciplinary accomplishments. I will nudge ISLA researchers to respond to contemporary critiques of what ‘language,’ ‘learning,’ and ‘success’ mean for adults studying a language across diverse contexts. My argument will be that the orchestration of optimal second language learning in classrooms must draw from usage-based theories and cater to the openness of language, combat deficit understandings of nonnativeness that instill linguistic insecurity, and engage with the ideology-emotion crucible that characterizes adult language learning. In sum, I will call for a sea-change in ISLA that would enable researchers to embrace equitable multilingualism as a goal and to endeavor to translate into the empirical realm the theoretical recognition that a constant negotiation of systemic inequities and individual agency shapes adults’ odds of language learning success in classrooms all over the world.

When: 2019-08-31, 12:15 - 13:15, Where: Aula

Cognitive and neural effects of bilingualism

Keywords: Cognitive effects, neural effects, bilingualism

Minna Lehtonen

University of Oslo

Abstract: Sustained experiences and learning have been shown to have significant effects on our neurocognitive system. This kind of plasticity has also been observed in the area of language learning and bilingualism: Acquisition and use of two or more languages have been associated with several neurocognitive effects. I will present studies that shed light on the nature of such effects via a variety of behavioral, neurocognitive, and meta-analytic methods.

Bilingualism-related modulations have been observed in structural MRI-based measures of the brain. In major language-related white-matter pathways, such as the arcuate fasciculus, differences have been observed for early simultaneous vs. late sequential bilingualism. Changes have also been observed in different cortical grey-matter measures. However, the exact functional significance of these changes remains to be specified.

With regard to behavioral effects, balanced bilinguals have been suggested to show a disadvantage in tasks involving lexical access, assumedly as a result of less exposure to and input in each individual language when compared to monolinguals. On the other hand, bilinguals have also been reported to show an advantage to monolinguals in executive functions. This benefit has been hypothesized to stem from life-long experience of bilingual language use and control, such as frequent switching between the languages. Recent evidence casts doubt on the hypothesis, and the research area also suffers from methodological issues, such as less than ideal research designs and problems in task validity. Ways to move forward in this field and initial findings from attempts to utilize such complementary approaches will be discussed.

Language Learning Roundtable

When: 2019-08-28, 13:50 - 14:15, Where: Aula

Non-literate adults' L2 competence

Keywords: Literacy, adult L2 competence, morphosyntax

Martha Young-Scholten

Newcastle University

Abstract: Can we assume that the second language acquisition of morphosyntax follows the same route regardless of L1, type of exposure and amount of education (Hawkins 2001)? That education plays no role is now questioned. Bigelow et al. (2006) claim that without literacy, L2 adults struggle with functional morphology. In their small-scale study of Somali refugee adults in the USA with varying literacy in Somali and in English, the low-literates were less accurate in uptake of oral recasts of questions they had been prompted to produce. Recent experimental work which compares adult literates with those who are not literate suggests that literacy affects how aural language is processed in one's native language (e.g.; Huettig 2015; Malik-Moraleda et al. 2018)

It is not entirely clear whether complete lack of literacy affects route of L2 morphosyntax development; see Vainikka & Young-Scholten (2007). Our on-going investigation of L1 non-literates has thus far considered behavioural data from Arabic, Dari, Punjabi, Pahari, Somali, Urdu and Vietnamese learners of English. Complete L1 non-literates who cannot read and have not developed phonemic awareness in their L2 are a distinct population; those with even minimal schooling pattern similarly to those with more schooling in rate of development. Route does not seem to be affected by lack of literacy. Naturalistic learners, regardless of their level of literacy, are more likely than classroom learners to overgeneralise certain function words, treating them as 'dummy auxiliaries' (Julien et al. 2015) as well as to use as INFL-level placeholders certain multi-morphemic chunks (Vainikka et al. 2017). This seems to be related more to their stage of development than to literacy.

When it comes to phonology, converging evidence from nearly two decades of studies points to an important role played by input from (mostly Roman alphabet) orthographies on the L2 acquisition of phonology (Escudero et al. 2015). More recently, in his study of the influence of orthographic input on production of onsets and codas by Arabic adults beginning to learn English, Al Azmi (2019) found an error pattern similar to childrens' by the non-literate group he included. There is also emerging evidence regarding the influence of literacy on the L2 acquisition of phonology from Maffia and De Meo (2015) whose investigation of low-literate Senegalese migrants in Italy reveals slower processing.

Considerably more research, both behavioural and experimental, is needed to shed much-needed light on the role of literacy in adult second language acquisition. This will counter our over-reliance in SLA on the WEIRD population (Western, Educated, Industrialized, Rich, and Democratic; Henrich et al. 2010) which a new initiative in SLA is aiming to address; see: <https://osf.io/mp47b/wiki/home/>

When: 2019-08-28, 14:15 - 14:40, Where: Aula

The Basic Variety: is it a stage limited/related to a specific learner population?

Keywords: Basic Variety, literacy, education

Sandra Benazzo

Université de Vincennes-Paris 8

Abstract: Adult migrants were investigated within the ESF project (Perdue 1993), a large European project in the eighties which applied a cross-linguistic and longitudinal design to study the way in which foreign immigrant workers in industrialized European countries went about learning the language of their new social environment.

Research done within this project led to the characterization of the initial stages in untutored SLA. In particular, it showed that learners with different pairings of source and target languages initially develop a very similar linguistic system, which has been called the 'Basic Variety' (BV; Klein and Perdue 1997) – a target language-like lexicon is organized on the basis of pragmatic and semantic principles which are largely independent of the source/target language specifics. In spite of its formal limitations (e.g. no marking of case, number, gender, tense, aspect or agreement by morphology, and absence of subordination), the BV represents a simple and efficient means of communication, characterized by a transparent interplay between function and form.

The BV is a stage of SLA first attested with a specific type of learners in immersion, "[...] monolingual[s] with little or no initial knowledge of the TL, with little formal education in the SL and with no TL courses under way..." (Perdue 1993 vol.I : 42). Even if the *real* participants partly diverged from this profile, it raises the question whether the development of such a stage is related to a specific learner population. In this talk I will therefore discuss the following questions: Does general education and literacy skills affect the notion of the BV? Is the BV a characteristic of adult L2 learners with a particular background?

When: 2019-08-28, 15:55 - 16:20, Where: Aula

The impact of heritage language instruction on students' language and literacy development: The Swedish case

Keywords: heritage language, instruction, literacy, Sweden

Natalia Ganuza

Uppsala University

Abstract: This paper will present an overview of current research on the impact of heritage language instruction (henceforth HLI) on students' language and literacy development, primarily with examples from research carried out in Sweden. Sweden is one of few countries to provide HLI as an independent subject in the national curriculum (under the title *mother tongue instruction*), with its own subject syllabus, learning goals and subject requirements. This has been the case ever since the enactment of the so called *Home Language Reform* in the late 1970s (e.g., Hyltenstam & Milani 2012). Research has shown, however, that the practical implementation of HLI in Sweden has not been on par with its strong legal foundation, in particular due to restricted teaching time (40–60 minutes per week) and lacking opportunities for integration with other subjects. The presentation will focus on research that has studied to what extent HLI, in its current form, may facilitate students' language and literacy learning in the heritage language, in the majority language (Swedish), as well as if and how it may support their learning in other school subjects. The latter two points will be discussed critically, since the main aim of HLI, as expressed in legislation, is to support the maintenance and development of the heritage language in its own right. Nevertheless, HLI in Sweden, as well as in other countries, is increasingly discussed as valuable only insofar as the skills acquired through these lessons are also exchangeable into majority language skills and increased academic achievements (Salö et al. 2018; see also Daugaard 2015 for Denmark). Moreover, since HLI includes students with varying language learning biographies and proficiencies in the heritage language and in the majority language, it is likely to have different impact for different student groups.

When: 2019-08-28, 16:20 - 16:45, Where: Aula

“Time is like a sword, if you don’t cut it, it will cut you” Learning in English in a Djiboutian refugee camp for an uncertain English speaking future

Keywords: Djibouti, refugees, multilingual learning materials, English, text book analysis, identities

Martha Bigelow

University of Minnesota

Abstract: The Somali diaspora communities of the world are tremendously multilingual and transnational, new and old, large and small given that the exodus from Somalia has been going on for more than 20 years. What is less nuanced in the educational literature is an equally diverse image of (pre)migration circumstances out of the Horn of Africa. The Dadaab Refugee camp in Kenya is the topic of numerous books (e.g., *What is the What* by Dave Eggers and Achak Deng and *City of Thorns* by Ben Rawlence), scholarly work (e.g., *Analysis of the financial activities of refugees in Dadaab, Kenya*), and films (*Warehoused: The Forgotten Refugees of Dadaab*). In Minnesota, in the US, it is common to meet someone who passed through Dadaab, often spending seven or more years there. Deficit and tragic narratives often repeat - girls with less access to education, lack of educational materials, enormous class sizes, injuries, violence and illnesses suffered *en route* to the camp or in the camp. Limited formal schooling is an overarching assumption among educators in Minnesota when they meet a refugee-background student from Dadaab.

In this talk, I will describe the Ali Addeh refugee camp in Djibouti, which has 30,000 refugees mainly from Eritrea, Somali, and Ethiopia. It is unique because it does have K-12 schools that most children attend and it is possible to earn a Djiboutian high school diploma by attending these schools. This is a new refugee camp narrative, virtually unheard of even in Minnesota. Furthermore, the Ministère de l'Education Nationale supports multilingual materials development for Djiboutian students as well as materials specifically created for the children in the Ali Addeh camp. These materials are in English while the language of instruction throughout Djibouti is French. Given that access to a refugee camp, as well as curricular materials are rare if not impossible for most educators, I will report on and theorize my own experience in this talk. I will share an initial analysis of the Ali Addeh English language textbooks, created for youth who aspire to an adulthood that includes the use of English. I will explore these materials through post-colonial literature (Lok, Pennycook, Said, Phillipson), through the lens of imagined community (Anderson), and investment (Norton). These theoretical frames will help me trouble the idealistic, imagined or imposed identities the children in the refugee camp must cope with in the (neo)colonial/liberal realities of today.

When: 2019-08-28, 16.45 - 17:10, Where: Aula

Translanguaging and SLA: minority and heritage languages

Keywords: Translanguaging, SLA, minority languages, heritage languages

Jasone Cenoz

University of the Basque Country

Abstract: SLA studies have traditionally focused on the acquisition of languages of international prestige by a population that has been regarded as homogeneous. Nowadays, the revival of some minority languages and increased mobility of the population have shown that SLA has to be necessarily linked to multilingualism because many students are multilingual and they speak a rich variety of home languages. This new situation adds complexity to the study of SLA, which in the European context was usually understood as the acquisition of English by speakers of a national language.

Nowadays SLA also applies to learning national languages, learning additional languages or learning minority and heritage languages. In this context, SLA is taking place as part of the development of multilingual competence rather than learning a second language as isolated from the first language. It can be said that the boundaries between languages are softening and it is becoming necessary to take students' linguistic repertoires into consideration. The concept of translanguaging has become an umbrella term to refer to spontaneous and pedagogical practices that go across languages and consider language learning from a multilingual lens. Translanguaging is closer to the way people communicate in real life and is usually regarded as going against strict purist ideologies. In this presentation, some examples of pedagogical translanguaging and teachers' and students' reactions to translanguaging in the context of minority and heritage languages will be discussed. As it will be seen, translanguaging can empower some minoritized communities but this is not necessarily the case in all contexts. Translanguaging also poses some questions regarding the linguistic and communicative goals in SLA and language assessment.

Doctoral Workshop

Do Words Matter? How Lexical Input Can Influence Syntax in L3 Swedish

Doctoral

Keywords: L3 acquisition, Germanic, syntax

Jeanne McGill

Indiana University

Abstract: If English is the native language, and German the second, which one will affect beginning Swedish more? Two prominent third language (L3) acquisition models have conflicting answers. The L2 Status Factor model (L2SF, Bardel & Falk, 2007) claims the L2 is primary, while the Typological Primacy Model (TPM, Rothman, 2015) predicts whichever language seems closer to the available L3 input is, after the parser subconsciously compares them using a cue hierarchy: lexicon first, then phonology, morphology, and syntax. To date, however, the empirical evidence supporting the TPM mainly involves Romance languages with obvious typological closeness, like English/Spanish/L3 Portuguese.

Using the TPM's cue hierarchy with a Germanic language triad of L1 English/L2 German/L3 Swedish, this pilot study tested both models by differing the Swedish input. According to the TPM, a group learning more English-like lexical items should transfer English as the basis for L3 Swedish, while those learning more German-like lexical items should transfer German. Therefore, the TPM predicts that the two groups will behave differently when writing Swedish sentences, while the L2SF predicts that, because both groups have the same L2, the input will not matter and they will perform similarly.

Unlike English, Swedish and German both require the inflected verb to be the second element of a sentence. With modal verbs, German places the infinitive at the end of the sentence, but both English and Swedish place it right after the modal. Swedish aligns with German in one way and English in the other. Where participants place L3 Swedish verbs in the simple sentences they write suggests whether they are using German or English syntax.

L1 English/L2 German participants ($N=10$) learned some basic Swedish vocabulary in one session via PowerPoint with no auditory input. Half received English-like words like *knife/kniv* (German *Messer*), and the other half received German-like ones such as *läsa/lesen* (English *read*), using syntax consistent with all three languages, usually SVO sentences. Then participants wrote modal, possible V2, and distractor sentences in Swedish on a worksheet. They were given four constituents per sentence, usually subject/verb/object/adverb or subject/modal/thematic verb/object. With the first constituent already chosen, they put the others in whatever order seemed right to them, making verb placement the dependent variable.

Participants given German-like input were significantly more likely to follow German-like verb placement (86% of target items) than participants who were given English-like input, (51.5% of target items). A two-tailed Fisher's exact test shows that this difference is statistically significant ($p = 0.0001$). When the two types of sentences are run separately, the same two-tailed Fisher's exact test shows that the modal results have the same result as the total ($p = 0.0001$), while the V2 results are only just statistically significant ($p = 0.0463$).

Because the two groups performed differently based on the lexicon they received, despite all having the same L1 and L2, results tend to support the TPM over the L2SF. The stronger German effect could reflect an L2 factor, but could also be a task effect or result from slightly weaker English-like input. This pilot study is being expanded into a dissertation that balances the input, tests more properties in both perception and production, tests the stability of the representations with more Swedish exposure, and includes an L1 German/L2 English group to tease apart the possible L2 factor.

Bardel, C., & Falk, Y. (2007). The role of the second language in third language acquisition: The case of Germanic syntax. *Second Language Research*, 23 (4), 459-484.

Rothman, J. (2015). Linguistic and cognitive motivations for the Typological Primacy Model (TPM) of third language (L3) transfer: Timing of acquisition and proficiency considered. *Bilingualism: Language and Cognition*, 18 (02), 179-190.

Perceived accent in early bilinguals speaking L3 English: What drives transfer from the heritage language?

Doctoral

Keywords: L3 acquisition, Heritage speakers, Foreign accent

Anika Lloyd-Smith

University of Konstanz

Abstract: Research from the field of third language (L3) acquisition has shown transfer to be a complex phenomenon that is driven by a multitude of variables. While the central roles of “typological proximity” and “language status” (i.e., the way in which transfer obtains depending on whether the background language was acquired as the L1 or an L2) are well testified, it is still unclear how transfer patterns may to some extent be driven by factors such as “relative proficiency” and “use” of the background languages. So far, only a handful of studies have looked at L3 acquisition in the ever-growing population of early bilingual or heritage speakers (HSs), for whom the L3 is the first foreign language. Looking at this population is advantageous in the sense that these speakers have two fully-acquired systems to draw on, meaning that we can rule out potential effects of “language status”, and instead hone in on testing the relative role of typological closeness against other factors, such as those mentioned above.

The current study investigates perceived foreign accent in L3 English of 22 adult-aged early bilinguals (mean age = 23) who grew up in Germany to German and Italian-speaking parents. Since the bilingual speakers in this study are dominant in German and German is – at least from a genealogical perspective – the typologically closest language to English, typology-based accounts would predict these speakers to sound indistinguishable from monolingual Germans when speaking English. For example, Cabrelli-Amaro (forthcoming) showed non-facilitative transfer from Spanish in early English-Spanish bilinguals producing voiced stops in L3 Italian/L3 Brazilian Portuguese. In contrast, results from other L3 phonology studies suggest that transfer from heritage language (HL) Italian is also possible. For example, non-facilitative transfer from English was found for VOT in L3 French in a group of Spanish-English early bilinguals (Llama and Lopez-Morelos, 2016). Further, others have suggested that the amount of HL use and/or proficiency can lead to increased transfer from the HL (see, e.g., Gabriel & Rusca-Ruths, 2014, for L3 Spanish speech rhythm in Turkish-German HSs; Lloyd-Smith, Gyllstad & Kupisch, 2016, for L3 English accent in Turkish-German HSs).

This study thus aims to identify the extent to which the speakers’ varying degrees of use and phonological proficiency in their HL Italian can affect accent in L3 English. This is done by means of an accent rating study, whereby the bilinguals’ naturalistic speech samples – and those from German and Italian-speaking monolingual controls – are rated by 30 English native speaker judges for 1) accent strength, and 2) origin of accent. The bilingual speakers’ “phonological proficiency” in Italian is measured using judgements from an earlier accent rating experiment conducted in Italian; “Italian Use” was measured by weighting and quantifying various aspects of Italian use across the lifespan. In regression analyses, “phonological proficiency” and “Italian use” are used as predictors to attempt to explain accent outcomes in English.

Preliminary analyses suggest though *most* of the bilingual speakers in this group were indeed indistinguishable from German monolingual controls when speaking L3 English, influence from HL Italian was detected in some speakers. Significant correlations were found between ‘Italian Use’ and the number of times a speaker was rated as Italian-sounding in English, suggesting that, in line with Lloyd-Smith et al. (2016), a high degree HL use may override typological proximity.

Variability and Complexification in L2 writing Development: A Longitudinal Case Study

Doctoral

Keywords: Writing complexity development

Carlos Andres Rico Castillo

Friedrich Alexander University, Germany, Franconian International School, Germany

Abstract: Learning a foreign language is not a linear process. There is evidence in the field that indicates that the development of a foreign language (second, third, etc.) is not straightforward (e.g. Larsen-Freeman, 2006). Researchers like Larsen-Freeman and Cameron (2008), and Spoelman and Verspoor (2010) have found that during the foreign language learning process the learners' linguistic skills experience instances of growth and decline. Rather than a gradual and consecutive progression towards the acquisition of the second language (L2), instability seems to be the norm. In addition, different degrees of intra-learner variability are present alongside the learning experience. Van Dijk and van Geert (2007) argue that high degrees of variability tend to precede the consolidation of certain forms (i.e. grammar structures).

This presentation is a report of a longitudinal case study carried out in a German international school. The researcher traced the language development of two learners of English (both eleven years old at the beginning of the study) by collecting writing samples periodically (every four weeks) for 22 months.

The research aims at investigating the nature of language development by focusing on three areas:

1. Confirming the non-linearity of language development and uniqueness of developmental paths for each learner (Larsen-Freeman, 2006).
2. Verifying whether high degrees of variability precede developmental jumps (van Dijk & van Geert, 2007).
3. Observing the type of interactions (i.e. support or competition) across time among syntactic structures at supra-clausal, clausal and phrasal levels (van Geert, 1994; Norris & Ortega, 2009).
4. The theoretical framework of the study is the Dynamic Systems Theory (de Bot, Lowie, & Verspoor, 2007).

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Discourses of second language writing within the Swedish adult education

Doctoral

Keywords: Second language writing, adult education

Clara Palm

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Abstract: Today, a large number of students write in other language(s) than their mother tongue(s) in various educational settings around the world. The population of second language writers is diverse and the reasons for writing in a second language varies, and so do the different text types produced for different purposes (cf. Cumming, 2016). In Sweden, a majority of adult immigrants participate in the municipal adult education called *komvux*, which provides courses in Swedish as a second language from beginner level up to secondary level. In 2017, 4 percent of the Swedish population aged 20-64 studied at *komvux*, corresponding to 235 000 students. In total, the foreign-born participants amount to 38 percent of the participants at secondary level (Swedish National Agency for Education, 2018). A pass on the courses at secondary level is a pre-requisite for further university studies and is considered a warrant for sufficient knowledge in Swedish. However, in 2017, around 15 percent of the students did not obtain a pass in the final course, *Swedish as a second language 3* (Sweden statistics, 2017). One central aspects that is stressed in the course syllabus is the writing ability. Thus far, no study has investigated the second language writing practice(s) within the adult education. The present study aims, at least in part, to fill this gap.

In this study, writing is understood as a social practice embedded in an institutional and cultural context. By analyzing how teachers talk about writing and thus identifying which discourses of writing are dominant, we can gain a deeper understanding of actions and opinions as well as the teaching and assessment (Ivaniç, 2004). The discourses of writing are usually underpinned by conscious and subconscious assumptions of what writing is and should be (cf. Ivaniç, 2004). The aim of this study is to investigate the discourses of writing within the subject *Swedish as a second language* at secondary level at *komvux*. The study will be guided by the following research questions: 1. What do teachers and students perceive the purpose of writing in the course to be? 2. What is the quantity and type of writing instruction throughout the course? 3. What features of students' text production are salient in the final assessment? The methods intended to answer the research questions are interviews, surveys and classroom observations.

This is an initial phase of the study and during the workshop I would like to discuss its future directions, in particular the research questions in relation to suggested methodology and theoretical framework

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From Classroom to Home: Blurred Borders between these Learning Environments and the Impact on Implicit and Explicit Grammatical Knowledge

Doctoral

Keywords: implicit/explicit knowledge, type of instruction, extramural English

Alexandra Schurz

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Abstract: The field of second language acquisition (SLA) has a long tradition in researching implicit and explicit learning, i.e. the unconscious vs. conscious grasp of underlying features in language. While the learning of morphosyntactic features under implicit conditions has been demonstrated by a high number of studies (Rebuschat, Révész, & Rogers, 2015), explicit learning settings were often found to be more effective in the construction of grammatical knowledge (Norris & Ortega, 2000; Robinson, 1996).

Yet, despite a plethora of laboratory-based studies on undergoing processes in learning, very little research has explored authentic learning conditions and their impact on implicit and explicit knowledge. The few studies that do exist have indicated a relationship between instruction that is primarily form-based and the development of explicit knowledge (e.g., Zhang, 2015). In contrast, influencing factors in the construction of implicit knowledge remain unknown. However, as put forward by Ellis, “Given that it is implicit knowledge that underlies the ability to communicate fluently and confidently in an L2, it is this type of knowledge that should be the ultimate goal of any instructional programme” (2005b, p. 214). Therefore, research investigating potential contributing factors in the construction of such knowledge is extremely desirable.

The present study seeks to fill this gap by comparing and contrasting learning environments in Austria and Sweden. This way, by adopting a cross-national approach, the influencing factors of instructed and naturalistic learning in the construction of implicit and explicit knowledge are sought to be explored. Following Ellis (2005a), 350 students at the age of 13-14 and 16-17 years will perform measures of implicit knowledge (oral narrative test, timed grammaticality judgment test) and explicit knowledge (untimed grammaticality judgment test, metalinguistic knowledge test). As a means of collecting information about the participants’ use of and instruction in English, a learning experiences questionnaire, a teacher questionnaire, teacher interviews, and classroom observations will be included in the mixed-method study.

Given the early exposure to English and a strongly meaning-based classroom in Sweden (Schurz, 2018), this context is expected to be especially conducive to implicit knowledge. Conversely, Austrian students are assumed to have higher levels of explicit knowledge, which is hypothesized to be linked to explicit grammar teaching and a later onset of extramural English.

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Implicit and explicit language learning in seniors: a new methodology and some preliminary findings

Doctoral

Keywords: third age language learning, implicit/explicit language teaching, cognitive reserve

Mara van der Ploeg

University of Groningen

Abstract: In this doctoral student workshop we present a study that investigates different language teaching methods in seniors and their effects on cognition and wellbeing. With average life expectancy steadily increasing, ageing is seen as one of the greatest social and economic challenges of the 21st century (He, Goodkind, & Kowal, 2016) and healthy ageing is put high on the agenda. Recently various studies have looked at the potential cognitive benefits of lifelong bilingualism (cf. Alladi et al., 2016; Sanders, Hall, Katz, & Lipton, 2012), and potential cognitive benefits of language training studies for senior monolinguals (Bak, Long, Vega-Mendoza, & Sorace, 2016; Pfenninger & Polz, 2018; Ramos, García, Antón, Casaponsa, & Dunabeitia, 2017). However, both lines of research find mixed results. In language training studies this is partly because seniors' language learning needs remain unclear (Ramírez-Gómez, 2016), and because training is often short; raising the need for longitudinal studies (Del Maschio, Fedeli, & Abutalebi, 2018; Singleton & Pfenninger, 2019). We present a new longitudinal project where we study seniors learning English for six months. The instruction these seniors receive is either implicit or explicit with regard to grammar, so their language learning needs can be determined. Additionally, we control for variables such as motivation, educational attainment, SES, and leisure activities. Including continuous measures of proficiency allows us to measure the process of development over time; a novelty in the field. The main purpose of this study is twofold: 1) it primarily assesses the optimal method to learn a new language post 65 years old; and 2) it also assesses how different teaching methods relate to cognitive as well as social engagement benefits that may ensue from learning new language skills later in life. More specifically, above-mentioned benefits are investigated regarding language teaching methods vis-à-vis other interventions by including musical training and social intervention. We measure the potential cognitive benefits by employing a combination of behavioural measures and neuro-imaging, whereas wellbeing is measured by means of a questionnaire. At the time of presentation the pilot will have been conducted and some preliminary findings will be presented.

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When: 2019-08-28, 09:00 - 09:30, Where: B339

Language Learning and Usage Outside of the Classroom: A longitudinal investigation of the connection between extramural activities and proficiency

Doctoral

Keywords: Extramural, out-of-class, Informal second language learning

Andreas Bengtsson

Stockholm University

Abstract: Language learners often say that what really helped them become better at a language was using it outside of the classroom, for example watching TV, listening to music, or playing games. It has been shown language usage outside of the classroom can enhance language learning (Sundqvist & Sylvén, 2016). However, earlier research has primarily focused on teenagers, with very few studies looking at adult learners (for one of the few exceptions to this, see Inaba, 2018), who have a high level of proficiency in the target language. Furthermore, it appears that all previous studies have investigated target language usage and proficiency at a single point in time. This means that the results from previous research show correlations but gives no empirical information about causal direction between target language usage and proficiency. I hope to be able to help fill these gaps in the previous research with my research project.

In my project, I am looking at what I call extramural activities, meaning all language usage outside of the classroom, i.e. where we can expect individual differences in what a person does in a language and how much time they spend on those activities. I am investigating the extramural activities and target language proficiency of adult foreign language learners studying Japanese at undergraduate level at Stockholm University. In the project, the participants' extramural activities are measured using self-reported weekly average time spent on different categories of activities, and their Japanese language proficiency is measured using a cloze test, a writing task, self-evaluations, as well as grades from their Japanese language courses. In addition, the participants' motivation is also measured. The project, which started in the autumn 2018, stretches over a total of five semesters, and data collection will continue until the autumn 2020, and data is collected at the end of each semester from all active courses in the Japanese language at Stockholm University. The project is both longitudinal, as I will follow individual participants' development during the course of their studies, and cross-sectional, as I will also compare different groups of participants taking the same course, for example *Japanese 1* at different semesters.

Following the data collection, the connection between extramural activities and Japanese language proficiency will be analyzed using, primarily, regression analysis. Both correlations between extramural activities and proficiency in each course and between all courses will be investigated. The aim is to both discern whether there are correlations between proficiency and extramural activities in a target language at any given time, and whether there are correlations between extramural activities at one point in time and proficiency at a later point in time. This will hopefully help to empirically show the causal direction between the two and make it clearer whether engaging in extramural activities improve proficiency, as is often claimed by language learners as per above, or whether it is rather the case that higher proficiency makes it possible to engage in extramural activities to a larger degree.

The preliminary results, from the data gathered during the autumn 2018, indicate that some, but not all, extramural activities correlate with language proficiency and that there are differences in the effect of engaging in different extramural activities depending on the level of target language proficiency.

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Languages, Attitudes and Identity -Exploring Young Learners' Engagement in Out-of-School Language Use

Doctoral

Keywords: Out-of-school language, extramural English (EE), multilingualism, young learners, SLA, identity

Jasmine Bylund

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Abstract: In Sweden, English is highly prevalent and many children come in contact with English from a very young age with, e.g., 10-12-year-old children spending a considerable amount of time on extramural English (EE) activities (Sundqvist & Sylvén, 2016). The role of out-of-school language exposure in language learning is a growing area of research (e.g. Reinders & Benson, 2017; Sundqvist & Sylvén 2016; Lindgren & Munoz, 2012; Jensen, 2017; Olsson, 2011) yet, few studies have investigated the out-of-school language use of young learners. Likewise, studies from a multilingual perspective, targeting the whole linguistic repertoires represented in out-of-school language use, remain scarce. Thus, little is known about the out-of-school language exposure of *young multilingual* learners and the distribution of engagement in Swedish, English and heritage languages. As online media and communication technologies offer diverse ways of interacting in multiple languages, locally and globally, studies of how young learners linguistically engage in these spaces become particularly interesting.

Taking a multilingual perspective, in which the whole linguistic repertoire is taken into account, and drawing on the poststructuralist concept of investment (Norton, 2000), this study aims at exploring 6th grade pupils' engagement in out-of-school language related activities. More specifically, examining the role of out-of-school language exposure as affecting young learners'; a) attitudes towards languages, b) investment in language learning and c) social identities. Thus, the study seeks to add to the existing research of the role of out-of-school language exposure in L2 and L3 acquisition while at the same time addressing the use of English as a lingua franca (ELF) in relation to other languages. Raising issues of language and identity as manifested in pupils' views of English, Swedish and heritage languages, might highlight the interrelationship between languages in contemporary Sweden.

Adopting a mixed methods approach, three different instruments will be used in the data collection (questionnaire, language diary and interviews). A digital questionnaire (piloted in spring 2019 with the main study conducted during fall 2019) aims to map out young learners' out-of-school language engagement, addressing questions such as: type of activity, frequency of use, amount of time spent and distribution between different languages. It also serves in collecting relevant background information. From the survey-data analysis, examining out-of-school language contact patterns, a smaller sample will be made targeting specific group categories e.g. learners in multilingual settings. Diaries and interviews will be used to enable a deeper understanding and target issues of learners' attitudes, views of multilingualism, self and identity. At this stage in the research process, the presentation invites a discussion of various aspects of the research design.

Keywords: Out-of-school language, extramural English (EE), multilingualism, young learners, SLA, learner attitudes, identity

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Tense-aspect development among Swedish learners of Italian L3

Doctoral

Keywords: acquisition, aspect, L3

Francesco Vallerossa

Stockholm University

Abstract: The acquisition of the aspectual contrast perfective/imperfective in Italian as a second language has been investigated considering both the inherent semantics of verb predicates, i.e. telic and atelic, and the discursive functions conveyed by tenses, i.e. foreground and background contexts (Giacalone Ramat 1988; Rosi 2008). These studies indicate a first acquisition of perfective morphology associated to telic predicates in foreground contexts whereas a subsequent emergence of imperfective morphology appears with atelic predicates in background contexts. The frameworks connected to this developmental pattern are generally referred to as *Lexical Aspect Hypothesis* (LAH) and *Discourse Hypothesis* (DH) respectively, the former solely considering the semantics of verb predicates and the latter integrating also the discursive functions in the acquisition of tense-aspect (TA) categories (Andersen 1993; Bardovi-Harlig 2000).

Although the influence of other factors, such as input-frequency and the role of the first language, has been investigated in Romance languages, a comprehensive analysis of the acquisition of TA morphology in Italian is lacking.

The present compilation thesis aims to provide an in-depth understanding of the phenomenon in Italian by examining it from different angles, drawing on LAH and DH, and integrating them with frequency-based grammar (Ellis 2013). The common thread in the three papers included in the project is the study of Italian as a third language (L3) in Swedish formal contexts of instruction – both upper secondary school and university. In addition, both the perspective of the learner and that of the input provided by the instructor are regarded as equally indispensable for capturing the complex dynamics of the development of this additional language.

In the first study, an analysis based on LAH and DH is conducted on InterIta, a corpus of 71 transcribed interviews from 25 Swedish university learners of Italian at different proficiency levels. The aim is to investigate whether and how the theories can be used as explanation models for the development of TA morphology.

The second study examines the type of linguistic input conveyed by teachers from upper secondary school and university. Drawing on frequency-based grammar, the study shifts the attention from the output produced by the learners to the linguistic input presented to them, emphasizing its relevance in a formal environment. Recordings of instructors' talk during classes are thus analyzed in terms of frequency, i.e. how often TA morphology occurs, and distribution, i.e. what predicates are associated to TA morphology and in what discursive function.

Finally, the third study aims to analyze the use of TA morphology among advanced learners. Although research on the ultimate attainment in the aspectual domain has been conducted in other Romance languages, the counterpart in Italian remains under researched, especially considering the influence of previous languages.

Questions:

How adequate are the employed methods for providing a comprehensive understanding of the phenomenon?
How well do the theoretical frameworks account for individual variance?

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When: 2019-08-28, 10:45 - 11:15, Where: B237

Adult L2 Finnish learners' socialization into academic language and literacy practices

Doctoral

Keywords: second language learning, academic literacies, language socialization

Kirsi Leskinen

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Abstract: This PhD study investigates highly educated immigrants' language learning, and the focus is on academic literacy skills and practices. In Finland, language skills are often seen as a key to employment, particularly in academic jobs. However, academic literacy practices are often culturally and socially defined (Jacobs 2005). So, the development of them should be analyzed in a social context. In this multimethod study, learning is seen as language socialization. This means, that in addition to linguistic development, learning also involves gaining social and cultural knowledge and becoming part of new communities and practices while using language (Duff & Talmy 2011: 95).

Participants of the study (n=19) have migrated to Finland in adulthood, they hold a higher education degree, and they aim to work in their own field in Finnish. They participated in a nine-month training, which integrated language, civic and working life skills studies, and content studies in students' own academic disciplines. Earlier research on academic literacy socialization in L2 framework has focused on educational contexts where native and non-native speakers study in the same program (see Duff & Anderson 2015), but here the context is different: the L2-learners studied in a separate group. My research questions are: 1. How do participants socialize into academic literacy practices during the training? 2. How do participants' academic literacy skills and other linguistic resources develop during the training?

In this presentation, the focus is on the first phase of my PhD study. The main methodological framework is nexus analysis. It focuses on social action, which brings together the participants' life-trajectories, the interaction order that the participants establish together, and the discourses that take place in the action. (Scollon & Scollon 2004.) The data consist of participants' written and oral assignments, interviews, recorded interaction in reading group sessions, and course material used. In my paper, I will identify some interesting nexuses, i.e. academic literacy practices that recur throughout the data, such as writing an email. The data will be analyzed qualitatively, bringing together participants' narratives and actual language use in the course work. I will introduce some preliminary results and discuss the socialization process. Later, in the second phase of the study, I will focus on language learning on micro level, and finally, I will combine the socially emphasized aspect and the individual language development perspective.

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Phraseological Complexity in Oral and Written L2 French

Doctoral

Keywords: Complexity, Phraseology, L2 French

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Abstract: Recent research has attempted to expand the construct of L2 complexity beyond traditional syntactic and lexical complexity measures to include the ways in which words combine to create meaningful units. Paquot (2019) investigated whether phraseological complexity, that is the diversity and sophistication of phraseological units, could predict proficiency level in a corpus of L2 English essays. Her findings suggested that measures of phraseological complexity were better predictors of L2 English proficiency level than measures which target solely syntactic or lexical characteristics of an L2 text. This finding has not yet been replicated for learner languages other than English. Research in L2 French has shown that as in L2 English, learners use a higher quantity of phraseological units as they increase in proficiency across proficiency levels in L2 French or compared the effect of mode (speech vs. writing) on the manifestation of phraseological complexity. This project aims to fill this gap by providing cross-linguistic validation of the results of Paquot (2019) for L2 French and by investigating the difference in phraseological complexity between oral and written modes.

To these ends, we use both a cross-sectional and a longitudinal corpus of matched oral and written tasks. Following Paquot (2019), is operationalized as the root type-token-ratio of relational co-occurrences (adjective + noun, adverb + noun, modifier + verb, verb + direct object). Phraseological sophistication is primarily operationalized as the mean mutual information score of those units. We also calculate measures of syntactic and lexical complexity for each text. Syntactic complexity is operationalized as length of production, complexity by subordination and coordination, phrasal elaboration and specific part-of-speech based structures (e.g. verb phrases per unit). Lexical complexity is operationalized using density, diversity and sophistication measures.

We expect to find similar results for L2 French as Paquot (2019) found for L2 English, that is, that measures of phraseological complexity will be better predictors of proficiency level (as established independently on the basis of expert raters' holistic proficiency assessments) than traditional measures of syntactic and lexical complexity, especially for highly advanced learners. However, we expect to find that French learner texts will exhibit a smaller degree of phraseological complexity when compared to L2 English texts due to the higher burden that learners of French have in acquiring inflectional morphology (cf. Stengers, Boers, Housen, & Eyckmans, 2011). We also expect that written productions will exhibit higher degrees of phraseological complexity than spoken productions, echoing findings for lexical complexity by Granfeldt (2007).

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Exploring the Swedish and English passive academic vocabulary of upper secondary students

Doctoral

Keywords: Academic Vocabulary, Receptive Word Knowledge, Validity

Marcus Warnby

Department of Language Education

Abstract: Higher education in Sweden focuses on recruiting for diversity but many study programs struggle concurrently with throughput, calling into question students' preparedness for tertiary level academic study where both academic English and Swedish dominate the language of instruction. The issue of academic preparedness has been debated in recent years, and university students themselves describe their difficulties with reading at university (Grönvall, 2015). However, the evidence that has emerged is unsatisfactory.

Numerous studies show that vocabulary is a fundamental part of academic literacy, and not least academic vocabulary (Laufer 1992; Qian 1999, 2002; Schmitt et al. 2011; Nation 2001, Schleppegrell 2004; Uccelli et al. 2015). Academic language can here be regarded as learning a second language (Lindberg 2006). Research on academic vocabulary in a Swedish context has mainly concentrated on students' writing, i.e. their active academic vocabulary (Ohlsson 2018 for a recent review). However, studies addressing their passive academic vocabulary are particularly few. Thus, the field tells little about these students' preparedness for taking on academic studies involving receptive tasks.

This PhD-project explores this research gap by using a cross-sectional design to investigate correlations between students' (N=500 first year, 500 final year) academic vocabulary knowledge measured as scores on both tests of English and Swedish academic vocabulary and background information from a questionnaire (linguistic background, gender, parental education, extramural activities).

In addition to the questionnaire the project proposes the use of two VLT-format based tests presently under validation namely the Swedish Academic Test (SAT) by Johansson & Lindberg and the Academic Vocabulary Test (AVT) in English by Malmström, Pecorari & Shaw. The SAT builds on the Swedish Academic Word List by Jansson et al. (2012) and the AVT on the Academic Vocabulary List by Gardner & Davies (2013).

Limited results from a pre-pilot reveal some validity problems in one of the instruments and some unexpected patterns. Further piloting to be carried out beginning of 2019 will be analyzed and presented. The presentation discusses and collects insights to the PhD-research design before commencing final data collection.

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Case marking by Dutch- and English-speaking learners of Hindi

Doctoral

Keywords: Learner Varieties, Differential Case Marking, Hindi

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Ghent University

Abstract: Building on Stoll & Bickel's (2013) argument that SLA research benefits from broadening its scope to typologically diverse languages, this paper focusses on Hindi as a foreign language (HFL). More particularly, this paper presents the results of a longitudinal study on the acquisition of Hindi case marking by native speakers of Dutch and English. Unlike most Indo-European languages, Hindi has SOV word order and partly ergative-absolutive alignment. Moreover, Hindi has Differential Object Marking (DOM). Recent studies on HFL (Ponnet et al. 2016; Ranjan 2016) have shown that case marking poses specific problems for acquisition. One explanation is that learners cannot rely on a one-to-one mapping between form and function but have to take into account different factors: whereas ergative case marking of the subject/agent depends on transitivity/perfectivity of the verb, objective case marking of the direct object/patient depends on animacy/specificity. Ergative case marking and DOM push the envelope of common accounts of interlanguage (IL) in terms of developmental stages, because these accounts are usually based on grammatical functions rather than semantic roles (Dyson & Håkansson 2017).

In line with the Learner Varieties approach of the VILLA project (Dimroth et al. 2013), this research investigates how the aforementioned interface properties interact in the early IL of HFL learners. The aim is to answer the following questions: what varieties can we distinguish in the early IL of HFL learners? Which grammatical structures, more particularly case marking, are the first to emerge? Do learners pay attention either to semantic or syntactic aspects during the learning process or do learners acquire both of them in parallel?

To answer the research questions, a qualitative longitudinal study is being conducted with 16 native speakers of Dutch and English in Belgium and the UK who are learning Hindi in an instructed language learning environment. Data are collected through multiple semi-structured interviews of the same learners over a period of two years. They are asked to speak freely in a picture description task. A vocabulary list and a set of questions were designed to meet typical avoidance behaviour. To control for input, classes were videotaped. Native speakers also completed the picture description task. Distributional analyses of the data are carried out for the following variables: grammatical function, semantic role, case, determining factors [transitivity, perfectivity, specificity, animacy], and accuracy.

In the doctoral workshop, I would like to discuss:

- 1) the suitability of the Learner Varieties approach for investigating HFL;
- 2) the implications of the results from an initial analysis of the data, which emphasizes the importance of syntax: the early variety of HFL is characterized by early use of SOV word order and gradual use of postpositions expressing location, direction and possession. The indirect object marker is consistently the first case marker to emerge, while the subject and direct object marker remain largely absent in the initial state;
- 3) possible routes for further analysis of the data, focussing on the interface properties of ergative case marking and DOM, and their interaction with verbal agreement.

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When: 2019-08-28, 10:45 - 11:15, Where: B339

Acquisition of particular phonetic features in French Immersion speech: Does social group play a role?

Doctoral

Keywords: Phonetics, L2 Acquisition, French

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Abstract: The proposed study examines the second language (L2) speech of French learners having completed an Ontario French Immersion (FI) program in order to (i) identify and describe the phonetic structures unique to the pronunciation of these learners and (ii) investigate the potential role of a social group effect in which speakers accommodate to the speech of their peers in creating this particular accent.

FI programs provide a unique language learning environment for L2 acquisition, in which French is the primary language of communication for teaching learners who do not speak French as a first language in English-majority communities (Lyster, 1987). Poljak (2015) found that native speakers (NS) of French were able to identify and distinguish between the oral production of FI and Core French (CF) speakers, indicating that FI speakers have a particular non-native accent distinct from that of other L2 speakers. To date, research has found differences between FI and NS productions of voiceless stop consonants (Netelenbos et al., 2015) and the stylistically conditioned realization of optional schwas (Uritescu et al., 2002). However, the particular phonetic structures that distinguish the L2 speech of these speakers from other L2 learners remain virtually unexplored. Equally importantly, the sources of these phonetic differences have yet to be identified. The present study examines one such potential factor, namely, a social-group-based accommodation effect. Social group effects have been shown to influence the speech of classroom peers and high school groupings (Eckert, 1989; 2008; Lawson, 2011) due to pressures to accommodate to the normative accent of the speech community. We seek to investigate the possibility that FI learners constitute a social group and that within-group accommodation underlies at least in part the particular FI accent.

In order to identify distinct features of FI speech, segmental and prosodic structures having been demonstrated to be difficult for advanced Anglophone learners of French will be targeted. Specifically, we propose to investigate the production of 1) the French rhotic /ʁ/ (Colantoni & Steele, 2007; 2008); 2) the French vowels /e, i, o, u/ (Walz, 1980); 3) the placement and phonetic realization of prominence within the accentual phrase (Colantoni et al., 2014); and 4) the intonation contour of declarative sentences (Lepetit, 1989).

The productions of two groups (n=15-20 each) of Anglophone learners of French having completed either a FI or CF program and having similar levels of overall L2 proficiency as evaluated by the *University of Toronto Test of French* will be examined. Participants will first complete a linguistic background questionnaire, then read aloud a short narrative story in order to activate their French. In the experimental tasks, participants will be asked to read sentences and a short passage in which all of the target phenomena are embedded. Next, participants will complete an in-depth social group adhesion questionnaire. In order to ascertain features particular to FI speech, inferential statistics will be used to determine whether there are significant between-group (FI versus CF) differences in the productions of the target phonetic structures. The production data will then be analyzed in combination with the rates of intra-group adhesion of the FI and CF speakers determined by the social group adhesion questionnaire. If FI speakers demonstrate a higher rate of intra-group adhesion as well as produce distinct phonetic structures, we can stipulate that the distinct accent of FI is influenced, in part, by social-group-based accommodation. The results of this study will provide an empirical contribution to the characterization of FI speech and contribute to the current understanding of the role of socio-cognitive factors, in the present instance social group effects, on L2 speech learning, particularly as concerns French pronunciation.

When: 2019-08-28, 10:15 - 10:45, Where: B251

Language Learning Strategies and Multilingualism in Primary English as a Foreign Language Learning

Doctoral

Keywords: language learning strategies, multilingualism, English as a foreign language, think-aloud protocol

Sarah Sturm

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Abstract: Alongside the development of linguistic competence, the promotion of language learning awareness is a major aim of foreign language teaching. Not only does language learning awareness help students to develop and utilize appropriate language learning strategies, it also enables them to become autonomous and life-long language learners. My PhD project focuses on the interplay of language learning awareness and migration-based multilingualism in learning English as a foreign language (EFL) at primary level. Previous studies have shown that multilingual adults use a larger number and variety of strategies when learning a foreign language (Mißler, 1999). For young learners, I hypothesize that multilingual students, i.e. students who speak a minority language at home, equally have increased language learning awareness and use different language learning strategies compared to monolingual students.

My project is part of a larger intervention project on the role of multilingualism in early EFL learning (MEG-SKoRe II), in which we systematically implement a multilingual teaching approach to EFL instruction in four primary schools in Germany. In this project, we address the students' home languages by structurally and lexically contrasting them to the foreign language English with the aim of enhancing students' language (learning) awareness.

As part of this intervention study, the aim of my PhD project is to investigate which strategies young monolingual and multilingual learners use for EFL vocabulary learning, in particular, if they use their previously acquired linguistic knowledge. To classify vocabulary learning strategies, I use Schmitt's (1997) categories of discovery and consolidation strategies. The former are applied for identifying the meaning of unknown words and include inferring word meaning from linguistic and contextual cues. Lexical inferencing will play an important role within this category. The latter are strategies that students use to consolidate vocabulary, i.e. store it in and retrieve it from their mental lexicon.

In addition to evaluating the success of participants' strategies, the effects of multilingualism on (vocabulary) learning strategies will be investigated by addressing the following research questions: (a) Do multilingual students use different language learning strategies than monolingual students? (b) Is there a connection between students' strategy use and their beliefs about language learning? (c) (How) does the multilingual teaching approach influence the participants' strategy use?

Data collection will occur in controlled settings using concurrent think-aloud protocols, during which students verbalize their thoughts while inferring word meaning and learning new words. In order to complement the introspective method, retrospective accounts of the tasks will also be collected. For the purpose of contextualising the data, a semi-structured interview will be held with the participants. I will analyse the data qualitatively using content analysis. The linguistic, cognitive and social data we collect in the intervention project will act as control variables for the present study. In this presentation, I will discuss first results, different approaches to data analysis and future directions for extending the focus to grammar learning or other learning strategies.

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Teachers' interactional strategies in early foreign language learning

Doctoral

Keywords: bilingual interaction, early foreign language learning, interactional strategies

Kyra Hanekamp, Sible Andringa, Josje Verhagen, Folkert Kuiken

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Abstract: This study explores how teachers in Dutch-English bilingual daycare use interactional strategies to promote children's use of English. A number of key studies on contextual factors in fostering bilingualism have demonstrated how parents' interactional strategies stimulate children's use of the minority language (e.g., Döpke, 1992; Lanza, 2004). Döpke employed an interactional approach to identify strategies parents use to insist that children speak one particular language (henceforth: language management strategies) and teaching strategies in parent-child interactions. One of her main findings was that the parents of the two children who produced the highest proportion of utterances in the minority language, German, often used teaching strategies and specific language management strategies that made the children aware of their inappropriate language choice. Elaborating on Döpke's work, Lanza described children's code-mixing in light of parental language management strategies. Her analyses revealed a relationship between the use of these strategies and children's code-mixing: if parents were more likely to use a strategy that promoted a monolingual context, for example through explicit correction, children were less likely to mix their languages.

This study builds on such work, but looks at interactional strategies employed by teachers of bilingual daycare centers. Recently, bilingual daycare programs have become more common. These programs often involve majority language children, aged 0-6 years old, who are learning a second language in addition to their first language(s). Many of these children do not speak the second language at home, and the bilingual daycare teacher is their sole or most important source of input in the second language.

The goal of the current study is to establish whether there is a relationship between teachers' interactional strategies and children's use of English. Data were collected through recording teacher-child interactions at three Dutch-English daycare centers in the Netherlands. Eighteen hours of video and audio data will be analyzed, involving five English-speaking teachers and twenty-five children, the majority of them Dutch-dominant. After transcribing the recorded conversations in CLAN each episode will be coded for the use of teaching strategies (e.g. prompting, labeling) and language management strategies in reaction to a child's code-mixing (e.g. minimal grasp, explicit correction). Children's reactions to these strategies will also be coded. This will allow us to answer the following questions: Which interactional strategies do teachers use when initiating a conversation? Which interactional strategies do they use when responding to a child's English, Dutch or mixed utterance? And how do teacher's interactional strategies affect the children's usage of English? In this presentation, analyses pertaining to these questions will be presented. In addition, I would like to discuss how the relationship between children's English proficiency and teachers' use of interactional strategies should best be analyzed.

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When: 2019-08-28, 11:30 - 12:00, Where: B237

Elaborative Feedback in L2 Reading Games

Doctoral

Keywords: Feedback, L2 Reading, Gamification

Matthew Pattemore

University of Barcelona

Abstract: Feedback is a key element of the learning process. Hattie and Timperley (2007) found that, in combination with instruction, feedback can assist students in comprehension, engagement, and strategy development. In the context of learning games, one type of feedback allows learners to understand if they have achieved their objective - whether they are correct or incorrect. Johnson et. al. (2017) refer to this type of feedback as outcome feedback. Feedback can also be used to help improve understanding - for example by reminding learners of the underlying processes behind the activities or encouraging them to use learning strategies. These types of feedback are known as elaborative feedback. Moreno (2004) and Mayer and Johnson (2010) found that novice college students learned more (in the fields of botany and electrical engineering respectively) when provided with outcome *and* elaborative feedback than just outcome feedback. Benton et. al. (2018) have investigated the design of feedback mechanisms in reading games for early learners.

My research is in connection with the European iRead project, which aims to create and test personalised learning technologies - tablet-based learning games and interactive e-books - to assist primary school children in reading development. My main research goal will be investigating the value of feedback in gamified L2 reading development. The iRead games can provide both outcome feedback (feedback about performance) and elaborative feedback (feedback to improve understanding). From the point of view of design, this study will explore the impact of the different feedback types on EFL learners using the iRead program. In particular, it will investigate to what extent elaborative feedback, rather than solely outcome feedback, assists EFL learners.

The pilot experiment will run from April to September, and will involve around 45 nine-, ten-, and eleven-year-old EFL students in Spanish schools. Students will use the iRead applications (reading games and eReader) for at least one hour each week for ten weeks. This will be followed up by a substantive study across an entire academic year, using similar participants under similar conditions. Data analytics from the games will be collected, including response correctness, feedback type received, and the impact of the feedback on subsequent responses. This data will be analysed statistically. Additionally, a subset of participants will undergo retrospective protocol analysis using recordings of their gameplay, in order to discuss their perception of the feedback. Finally, another subset of students will be asked to play the learning games while their eye-movements (fixation counts and fixation time) are recorded. As the feedback from the iRead games is only provided in audio form (not as text) eye-tracking will allow us to discover what the feedback focuses learners' attention on. Results will be discussed in light of both gamification and SLA theories interested in the effects of feedback on second language interlanguage development.

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When: 2019-08-28, 12:00 - 12:30, Where: B237

The development of reading skills in a second language through gamification: the role of adaptivity

Doctoral

Keywords: Gamification, Reading Acquisition, Adaptivity

Judit Serra

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Abstract: The goal of gamification is to learn specific educational content through games. In recent years, there has been a surge of interest in the use of gamification in formal education, particularly in the area of literacy skills (Papadakis et al., 2017; Vaala et al., 2015). One of the most recent components of gamification in the context of literacy is adaptivity, which seeks to individualize the learning experience according to specific students' needs in order to increase the efficiency and efficacy of learning. With respect to reading acquisition, the Simple View of Reading (Gough & Tunmer, 1986) is supported with some adjustments due to the second language (L2) learning setting (Kim, 2012; Proctor et al., 2006). The main objective of my PhD project is to investigate whether and how adaptivity may contribute to reading development in a second language. This thesis is being conducted within the iRead Project, a 4-year project (2017-2020) funded by the EU H2020 which develops personalised learning technologies to support reading skills. An initial small pilot study and a larger study will compare an 'adaptive sequence' to a previously established didactic sequence decided by the teacher and based on the institutional curriculum. Adaptivity in the iRead project is operationalized in terms of the diversification and difficulty of language features, motivation and reinforcement, learning consolidation and frequency principles. For the pilot study, the participants will be divided in two groups of 25 learners of English as a foreign language in 6th grade of Primary Education (11-12 years old). The larger study will follow a similar design, this time involving 100 participants. In order to gauge reading skills development, measures will include listening comprehension, vocabulary size, word/pseudoword reading and fluency reading tests in a pre-test/post-test design. Data on individual differences measuring working memory capacity (reading span) and attention (switching and inhibition abilities) as well as motivation will be gathered likewise to determine how they may influence the reading developmental processes. Aspects such as overall English proficiency will be controlled by means of a general proficiency test (OPT), and out of school exposure to the L2 and reading attitudes will be controlled through questionnaires.

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When: 2019-08-28, 11:30 - 12:30, Where: B240

Individual differences in second language learning via syntactic priming: examining the effect of proficiency, attention and motivation

Doctoral

Keywords: syntactic priming, attention, motivation

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Abstract: Recent psycholinguistic models identify syntactic priming as a possible mechanism underlying sentence processing and implicit error-based acquisition of syntax in first [1] and second (L2) language learners [2]. They predict that the degree of priming will depend on individuals' learning rate which may vary with individual differences in proficiency, attention and motivation, factors that are particularly relevant to second language acquisition [3,4]. This PhD project has two objectives: 1) examining whether these factors account for the widely observed within-group variation in syntactic priming; 2) exploring how syntactic priming effects can enhance our understanding of L2 acquisition.

In two studies, we examined the relationship between priming effects across time and learners' individual differences in proficiency, attention and motivation as assessed through questionnaires commonly used in the L2 literature [e.g. 5, 6, 7]. We tested English L2 French learners' primed production of two alternations in a picture description task with a confederate [8]: Study 1 tested a typical syntactic alternation – active/passive sentences and Study 2 tested priming of word order– fronted/non-fronted adverbial phrases. We measured the likelihood of participants repeating a syntactic structure immediately after a prime (immediate priming), the likelihood of participants continuing to use target structures in post-priming tests without primes relative to pre-priming tests (long-term priming) and the increase in target structure production as a function of previously experienced target structures (cumulative priming).

The learners showed long-term and cumulative priming for both passive and fronted sentences whereas immediate priming was only observed for the latter. Learners' attention –defined as their noticing of the syntactic forms used in the stimuli [6]– increased their likelihood of being primed on both structures, whereas higher proficiency led to larger priming effects for passives only. Motivation did not affect syntactic priming for either structure. Overall, individual variation in attention seems a good candidate to explain within-group differences in syntactic priming whereas proficiency may only affect priming of syntactically complex structures. We attribute the absence of a motivation effect to a possible recruitment bias since all participants had high mean motivation scores.

The presentation will give an overview of this work and a forthcoming replication of these studies with lexical overlap. This will provide a background to discuss the potential design of my next study. For instance, I would specifically appreciate feedback on the absence of motivation effects and the role of attention in my studies. To overcome Study 1 and 2's possible recruitment bias and further examine the effect of attention on syntactic priming, the next study will use a 2x2 design to experimentally manipulate learners' task motivation and attention to syntax. We will test English L2 French learners' primed production of active/passive sentences in either a snap game (high task motivation condition) [9] or a simple picture description task (low task motivation condition). In each task, we will assign participants to either a syntax-focused or a meaning-focused condition [10]. We will measure immediate priming and long-term priming in a delayed picture description task to assess participants' learning in the different manipulations. We predict that immediate and long-term priming will be stronger in the high task motivation condition [7] and in the form-focused condition [10].

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L2 pronunciation learning with enhanced input from TV series: An eye-tracking study.

Doctoral

Keywords: Multimodal input, L2 pronunciation, eye-tracking.

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Abstract: Recent studies have shown that the manipulation of task design features is effective in promoting a focus on phonetic form in meaning-oriented tasks [1]. The manipulation of bimodal input properties in L2-captioned videos, such as the use of keyword captioning [2] or the synchronization of captions with soundtrack [3], can direct learners' attention to specific linguistic dimensions. While the aim of these manipulations has so far been to enhance listening comprehension and vocabulary learning, we propose using visual input enhancement in L2-captioned TV series to promote a focus on phonetic form and enhance L2 pronunciation development.

According to the cognitive model of multimedia learning [4], the integration of visual and auditory word forms during language processing facilitates learning. In L2 learners' exposure to captioned video, the inner non-native speech generated by reading in the visual channel may "silence" the native speech of the soundtrack in the auditory channel when reading precedes listening, hindering pronunciation learning. On the contrary, listening to words before reading them may promote the updating of inaccurate phono-lexical representations, enhancing pronunciation learning. However, when watching captioned video, L2 learners tend to visually fixate on words before their auditory onset in the soundtrack [5].

In order to promote the updating of phono-lexical representations through the integration of orthographic and phonological word forms, participants' eye movements will be recorded while watching two comparable video clips with target words (TWs) selected through previous piloting. Two differently synchronized versions of each clip were created by highlighting the TWs in the captions either 300ms before or 300ms after their auditory onset. Participants will be randomly assigned to one of the two synchronization conditions of each clip so that they all watch two clips, one in each condition. To establish a baseline of reading behavior, we will record participants' eye movements while watching captioned video without input enhancement. The analysis of eye-tracking data will reveal the degree of synchronization between the auditory word input and the onset of fixations when the words are highlighted. An auditory lexical decision task administered before and after the viewing will provide a measure of accuracy and speed of recognition of correctly (words) and incorrectly (non-words) pronounced TWs. A comparable bimodal lexical decision task will measure changes in the integration of the orthographic and phonological form of the same TWs. Correctly and incorrectly pronounced TWs will be counterbalanced across lexical decision tasks. Our prediction is that learners' error rate and response latencies for incorrectly pronounced TWs will decrease after this intervention with enhanced input, suggesting that updating of phono-lexical representations has taken place.

The results of this study will inform a longitudinal intervention in secondary schools as part of a PhD project. This intervention will involve the design of perception and production tasks to create a communicative, pronunciation-focused syllabus based on captioned videos.

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L2 predictive processing of reference resolution in noisy conditions

Doctoral

Keywords: predictive processing, noise, interface hypothesis, shallow structure hypothesis, eye tracking,

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Abstract: Research investigating L2 processing suggests that L2 learners (L2ers) have difficulties integrating information during parsing, yet approaches do not agree on which information types prove (most) challenging to L2 learners. For instance, the *Shallow Structure Hypothesis* (Clahsen & Felser, 2006, 2017) argues that L2ers have a reduced sensitivity to syntactic representations and instead rely more on lexico-semantic and pragmatic information in non-native parsing. A different account, the *Interface Hypothesis* (Sorace, 2011), claims that it is easier for L2ers to acquire target-like structures that involve purely syntactic operations, as these are less demanding than those involving external interfaces between syntax and pragmatics. Using the visual-world eye-tracking paradigm, my research project aims at testing these two different approaches by exploring how Germans L2ers of English and native speakers rapidly integrate morphosyntactic (voice), discourse-pragmatic (definiteness) and lexical information to predict upcoming nouns in the presence of irrelevant background sounds.

In noisy conditions, acoustical distortions typically make speech comprehension more effortful, as it adds perceptual load and contributes to greater demands on cognitive resources (Mattys et al. 2009). If sentence comprehension can be difficult even in silent conditions, and more so for L2 learners, the question that arises in this study is how acoustically induced difficulties of intelligibility (energetic masking, e.g. steady noise) and difficulties associated with memory-load (informational masking, e.g. multitalker babble) impact information integration in parsing.

In this study, two Visual World Eye Tracking experiments will be used to test normal-hearing Germans L2 learners of English and native speakers in their ability to perform a sentence comprehension task under suboptimal listening conditions. In Experiment 1 - currently ongoing - participants will be tested on their ability to anticipate the upcoming noun in different linguistic conditions. In experiment 2, the same testing procedures as those in experiment 1 will be used but with two different levels of background noise: multitalker babble noise and steady background noise. An Operation span task and cloze tests will be used in both experiments to assess for individual differences in participants' working memory capacity (WMC) and L2 knowledge.

I hypothesize that morphosyntactic (1a&b) and discourse-pragmatics information (2) will suffer more from noise compared to lexico-semantic information (3). In noisy conditions, difficulties will arise when the task gets tougher and this will lead to a selective breakdown in prediction favoring one cue over another. In this respect, the different predictions made by the Shallow Structure Hypothesis and the Interface Hypothesis will be put to test. In contrast, processing will be faster in all different linguistic conditions when no noise is presented.

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When: 2019-08-28, 11:30 - 12:00, Where: B339

The effects of early English foreign language teaching on the acquisition of the Dutch prepositional system

Doctoral

Keywords: bilingual preschools, cross-linguistic influence, early English foreign language teaching

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Abstract: This study aimed to determine if there is cross-linguistic influence between Dutch and English in the context of early English foreign language teaching in Dutch-English bilingual daycare centers. More specifically, this study investigated whether the acquisition of the Dutch prepositional system is affected by early exposure to English, since previous research with older learners has shown that the prepositional system is open to cross-linguistic influence in second language acquisition (Indefrey, Şahin & Gullberg, 2017).

The English prepositional system and the Dutch prepositional system differ in terms of conceptual categorizations. English and Dutch share one form for containment relations. This use of a single special word for containment relations is typologically very common (Gentner & Bowerman, 2009). However, the two languages differ in labeling their ON relations (the situations of contact and support). As shown in Figure 1, Dutch uses three different prepositions (*op*, *aan* and *om*) for labeling different ON relations, whereas English only uses one (*on*).

The Conceptual Transfer Hypothesis predicts that the conceptual categorizations in bilinguals may show convergence. As a result, conceptualization in both the L1 and the L2 might change. Consequently, the acquisition of the ON category of the Dutch prepositional system may well be affected if children are additionally exposed to English input at the daycare center. However, the IN category is likely unaffected, since this category is similar in the English and the Dutch prepositional system.

In this study, two and three-year old bilingual and monolingual preschool attendees were tested for signs of convergence in Dutch due to exposure to English. Preschoolers visiting the participating daycares took part in a larger project, called Project MIND (Multilingualism in Daycare) which evaluates early English foreign language teaching in Dutch daycares. The preschoolers had various backgrounds, some acquiring Dutch as their first language, whereas others acquired Dutch as their second or even third language. They completed a Dollhouse-task in which the Dutch prepositions *op*, *aan*, *om* and *in* were elicited. In this task, various objects were introduced and placed in the dollhouse. Participants were then asked to describe where these objects were situated to *Sammy the Shy Turtle*, who could not see where the objects were placed. If there is convergence, we expect that children who are more extensively exposed to English are more likely to make errors in prepositions falling in the ON category (*op*, *aan* and *om*) than children who are less exposed to English.

During the doctoral workshop, preliminary results from this task will be presented, focusing specifically on children hearing Dutch and/or English at home. Additionally, several methodological issues concerning the experimental design will be discussed, as well as issues regarding the various home languages.

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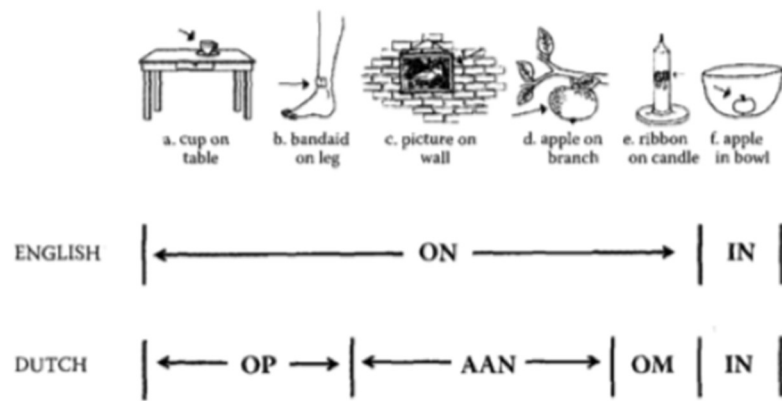


Figure 1. Samples from continuum of support and containment, expressed cross-linguistically (taken from Gentner & Bowerman, 2009, p. 469).

The effects of instruction on the acquisition of phonological distinctions in a second language: the case of Portuguese

Doctoral

Keywords: L2 instruction; form-focused instruction, explicit and implicit instruction; phonology

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Abstract: Many studies in SLA research have investigated the effects and effectiveness of different types of instruction on the acquisition of vocabulary and, particularly, grammatical features in a second/foreign language (L2) (Norris & Ortega, 2000; Spada & Tomita, 2010; Goo et al., 2015). Far fewer studies have considered this issue with respect to phonological features (Lee, Jang & Plonsky, 2015). This paper describes the preliminary and future stages of an ongoing study that investigates the role of form-focused instruction in the L2 acquisition by native speakers of Dutch of two phonological structures in Portuguese hypothesized to differ in terms of their learning complexity: nasal vowels and rhotics.

Both target sounds pose challenges for Dutch-speaking learners of L2 Portuguese. In Dutch, nasal vowels do not contrast with oral vowels, while in Portuguese nasal vowels have contrastive (phonemic) value. Portuguese has phonemically contrastive rhotic sounds (/R/ vs. /r/) whereas Dutch does not ([R] and [r] are allophones). On the basis of both developmental evidence from the acquisition of Portuguese as an L1 and L2 and insights from language typology, I hypothesize that nasal vowels in Portuguese are more complex/difficult to master for Dutch-speaking learners than Portuguese rhotics.

The project thus seeks to answer the following two general research questions:

- (1) what type of form-focused instruction (more explicit or more implicit) is more effective for the acquisition of Portuguese nasal vowels and rhotics by Dutch-speaking learners of Portuguese, taking into account (semi-)free and controlled production and reception?
- (2) to what extent is the effectiveness of implicit and explicit instruction mediated by the degree of difficulty/complexity of the target form?

Based on a review of the L2 instruction literature (Norris & Ortega, 2000; Spada & Tomita, 2010; Goo et al., 2015) and the aforementioned typological literature and research on the acquisition of phonological distinctions in Portuguese, I hypothesise that:

- (3) Compared to implicit instruction and mere exposure, explicit instruction will have more effects on, and be more effective for, the learning of complex phonological features (nasal vowels) than on/for less complex phonological features (rhotics).

These questions and hypothesis will be investigated in an instruction experiment with a pretest-treatment-posttest-delayed posttest design with three groups of native speakers of Dutch ($n=75$) learning Portuguese in Belgian and Dutch universities. Group 1 will receive a more explicit type of instruction on rhotics and a more implicit type of instruction on nasal vowels; Group 2 will get more explicit instruction on nasal vowels and more implicit instruction on rhotics; Group 3 is a control group with no instruction on phonological features. The explicit treatments will involve presentation of rules, instructions about the articulation of the target structures, and controlled exercises. The more implicit treatment will consist of a mixture of input-flooding and input-enhancement activities. Each group will receive 4 treatment sessions of 2 hours each. The pretests and posttests will include both productive and receptive tasks. The participants' production of the target features will be evaluated by native speakers of Portuguese.

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Oral presentations

L1 and L2 speakers' vocabulary use in two dialogic speaking tasks

General

Keywords: Vocabulary use, speaking performance, French

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Abstract: Previous research has shown a strong relationship between vocabulary knowledge on the one hand and reading, listening comprehension and writing on the other (e.g. Laufer & Ravenhorst-Kalovski, 2010; Stæhr, 2009; Crossley, Salsbury, McNamara, & Jarvis, 2011). Although there has been a growing interest into the relationship between vocabulary knowledge and speaking (e.g. Crossley et al., 2011; de Jong et al. 2012; Iwashita et al., 2008), more research seems warranted, especially for other languages than English, and other populations than university students. The present study aims to fill this gap by exploring the relationship between the vocabulary use of low-intermediate learners of French and their perceived lexical proficiency.

The aim of the present study was threefold. First, we focused on the relationship between L2 learners' receptive and productive French vocabulary knowledge and their vocabulary use in spoken output. Second, we wanted to compare L2 speakers' vocabulary use (i.e. number of words produced, lexical frequency profile, and lexical diversity as measured by D and HD-D) with L1 speakers' vocabulary use in the same speaking tasks. Third, we wanted to determine which of the aforementioned vocabulary measures could predict experts' holistic ratings of lexical proficiency.

Data were collected from 51 low-intermediate Dutch-speaking learners of French in their last year of secondary education and from 27 L1 speakers of French (age = 18 years). L2 speakers' vocabulary knowledge was measured by means of a frequency-based receptive and a productive vocabulary knowledge test. Both L2 and L1 speakers' vocabulary use in speaking was measured in two B1 dialogic speaking tasks and their performance was assessed by expert raters.

Pearson correlations were computed to evaluate the relationship between receptive and productive vocabulary knowledge and holistic lexical ratings of the L2 learners' output. The results indicate that there was a moderate correlation ($r = .32$) between the receptive vocabulary test and holistic rating scores, but not between productive vocabulary knowledge and the holistic rating scores. Additionally, the findings of the independent t -tests showed significant differences in vocabulary use between L2 and L1 speakers. The latter produce more tokens, types and lemmas and fewer high-frequency words. Moreover, L1 speakers' lexical diversity as measured by D and HD-D is higher than that of L2 speakers. Finally, a multivariate linear mixed effects model was run to find out which factors could predict holistic lexical ratings of L1 and L2 speakers' oral output. The results indicate that lexical diversity (i.e. HD-D), the number of types and the number of high-frequency lemmas produced explained almost 65% of the variance of experts' holistic ratings of lexical proficiency with HD-D being the most important predictor.

The findings of the present study shed more light on the role of L1 and L2 speakers' vocabulary use in spoken output for a less studied language, i.e. French and for another proficiency level, i.e. low-intermediate learners.

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When: 2019-08-29, 12:15 - 12:45, Where: C121

A Knowledge-based Vocabulary List (KVL): Implications for Research, Teaching, and Assessment

General

Keywords: Vocabulary List, Vocabulary knowledge, pedagogy

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

What is needed to supplement frequency lists is a rank list of English vocabulary based on the actual likelihood of L2 learners knowing the words. This paper will report on the development of the *Knowledge-based Vocabulary List (KVL)*, based on results from speakers of German (mother language of English), Spanish (cognate language), Chinese (non-cognate language). We began the testing stage in October 2018, through both targeted classroom groups and through crowd-sourcing. The goal is to have 300 responses per target word by Summer 2019. The results will be analyzed through both classical and IRT approaches. The result of the overall analysis will be a list of relative difficulty of the first 5K lemmas, which can be interpreted as rank probability of learner knowledge of these lemmas. This list should be very useful for research, pedagogy, and assessment, and will probably be used in conjunction with frequency lists.

The presentation will illustrate the resulting initial lists, and discuss how the lists vary according to the three different L1s. It will then discuss the implications for English as a Second/Foreign Language pedagogy and assessment, and research into those areas.

German particles in second language acquisition: A fresh look at the syntax-discourse interface

General

Keywords: discourse particles, German, Italian

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Abstract: *Background.* Properties at the syntax-discourse interface are notoriously difficult in SLA (e.g., Sorace 2011). Here, we investigate the acquisition of German discourse particles in L2-German. Our goals are twofold: (i) we propose that the study of particles can provide new insights into SLA research, because these elements allow us to tease apart problems within syntax as compared to the lexicon-discourse interface; (ii) we investigate why particles are difficult for L2ers.

Discourse particles are characteristic of spoken German, but they also exist in other languages, e.g., Italian and Swedish. Although L2-German learners do not need to know particles in order to broadly understand an utterance in a conversation, lack of understanding particles can affect communication and result in misunderstandings. As illustrated in (1), particles add subtle differences in pragmatic meaning; they link syntax and discourse by conveying the epistemic states of speaker/hearer. Their absence may invoke harshness or abruptness.

(1) Max ist ja auf See.

Max is PART at sea

‘(As I and you assume) Max is at sea.’ (Zimmermann 2011: 2013)

Previous research has proposed that difficulty with particles arises from (i) their absence in the learners’ L1s or (ii) their low perceptual salience (e.g., Hogeweg et al. 2016). However, no study has systematically compared the syntactic and pragmatic challenges for L2ers. Our study departs from two questions:

RQ 1: Are problems at the lexicon-discourse interface more severe than problems within syntax?

RQ 2: What is the role of specific learner variables, specifically general proficiency, aptitude, and language background?

Methods. In preparation of this study, we analyzed the German particles *doch* and *ja* in the naturalistic speech of 10 highly proficient (B2/C1, *CEFR*) L2-German learners (L1-Italian). The results confirmed that L2ers refrain from using particles, and the few occurrences were hard to classify, as they were not used in their designated syntactic positions. Inspired by the corpus study, we designed a forced choice task, targeting pragmatic felicity in a given discourse and syntactic positioning. Participants are given 18 contextualized sentences, where they (i) choose between three contextualized German particles, and (ii) determine their position in the clause (see [2]). From the set of given particles, one is felicitous, one is compatible with the speech act but deviant in the given context, and one is infelicitous with respect to speech act and context. We counterbalanced different sentence types: V2 *wh*-questions, V2 declaratives, and V1 imperatives (for illustration purposes, the target particle is underlined and presented in the appropriate syntactic position):

(2) [V2 declarative]: Marc und Stefan unterhalten sich über ihren alten Freund Lukas. (‘Marc and Stefan are talking about their old friend Lukas.’)

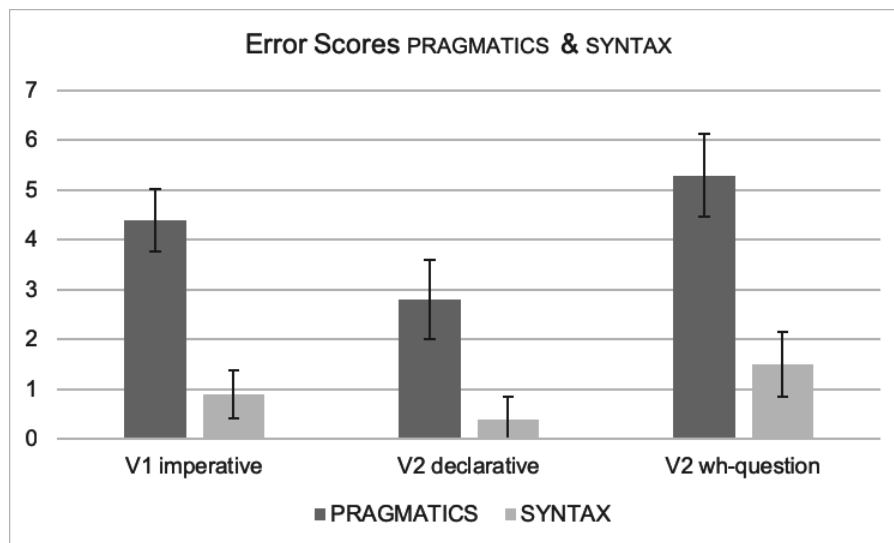
Marc: Ich finde es super, dass Lukas jetzt Polizist geworden ist. (‘I think it’s great that Lukas has finally become a police officer.’)

Stefan: Polizist? Lukas ist {denn, doch, halt} Anwalt geworden.

police-officer Lukas is PART, PART, PART lawyer become
 ('Police officer? Lukas has become a lawyer (as you should know!).')

Marc: Ach so, stimmt. ('Oh, I see, you're right.')

Results. So far, we tested L1-Italian learners at high proficiency levels (B2-C1) (data from L1-English and L1-Swedish will be added). Preliminary results from 10 learners show a mismatch between participants' performance in syntax and lexical-pragmatics; see Figure below, where higher scores ('error scores') mean worse performance. Thus, participants are more successful in choosing an appropriate position for the particle than in choosing the right particle. This implies that complexity at the syntax-discourse interface results from difficulties in linking lexical meaning and discourse rather than syntactic difficulty. We discuss the role of language background and general proficiency vs. aptitude as well as the observation that *wh*-questions pose more difficulty.



Gradient optionality at the syntax-discourse interface: The case of subject-verb inversion in advanced and near-native English

General

Keywords: syntax-discourse interface, subject-verb inversion, near-nativeness

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Abstract: There are currently two main hypotheses on the end state of L2 acquisition at the syntax-discourse interface. According to one hypothesis, the Interface Hypothesis (IH) (Sorace, 2011; Sorace & Filiaci, 2006), properties involving the syntax-discourse interface are a locus of permanent optionality, due to processing inefficiencies which are a by-product of bilingualism. According to an alternative hypothesis which emerged in work by Slabakova (2015), properties at the syntax-discourse interface only generate problems at highly advanced levels when they are different in the L1 and the L2 and rare in the input. We will label this hypothesis the “L1+input hypothesis” (LIH).

To test the IH and the LIH, this study investigates the acquisition of locative inversion (LI) and *there*-inversion (TI) by L2ers of English that are L1 speakers of European Portuguese (EP) ($n=17$ advanced, 11 near-natives) and French ($n=15$ advanced, 11 near-natives). These are appropriate testing grounds for the IH and the LIH for three reasons. The first is that, in English, LI and TI involve the syntax-discourse interface. LI is only felicitous when the locative is presupposed (e.g., Teixeira, 2016) and the subject is (part of) the focus (e.g., Birner, 1996). TI, in contrast, is only felicitous when it gets an all-focus,thetic interpretation (e.g., Sasse, 1987). In both LI and TI, verbs are required to be informationally light, i.e., to add little or no information beyond the presence/appearance of the subject (Kuno & Takami, 2004; Levin & Rappaport Hovav, 1995). The second reason is that TI and LI are infrequent in English with verbs other than *be*, but not to the same extent: the former construction is rarer than the latter (Biber et al., 1999). The last reason is that these constructions are subject to similar constraints in English and French, but not in EP. Unlike English and French, this language allows LI with all verbs and does not admit inversion with an overt expletive. Given these facts, the LIH and the IH make different predictions about the performance of EP and French speakers regarding LI and TI. The former predicts that French speakers will behave native-like, while EP speakers will not. The latter, in contrast, predicts that both groups will display optionality for all structures.

By administering 4 untimed drag-and-drop tasks, 4 speeded acceptability judgement tasks, and 2 syntactic priming tasks, we tested the following variables: the *type of discourse context* in which LI and TI are admitted – all focus *vs.* focus on the subject *vs.* focus on the verb and the locative – and the *type of verb* allowed in these structures – informationally-light intransitive verbs (unaccusatives of existence and appearance + redundant unergatives, i.e., unergatives that express a prototypical activity of the subject, like *swim* when combined with *fish*) *vs.* non informationally-light intransitive verbs (change-of-state unaccusatives + non-redundant unergatives).

All groups of L2ers exhibited optionality regarding the type of verb and discourse context compatible with LI and TI at least in one type of task. Crucially, the control group of English monolinguals ($n=26$) did not display optionality in any tasks. These results confirm that, as the IH predicts, the syntax-discourse interface is an area of persistent optionality. The results obtained, however, suggest that this optionality is a gradient phenomenon. There seems to be a scale of optionality that goes from weak (i.e., optionality only manifested in the tasks that are taxing on processing resources) to strong (i.e., optionality manifested in all types of tasks) and is influenced by four factors: construction frequency, the quantity and/or distance of the pieces of contextual information the speaker needs to process, L1-L2 (dis)similarity, and L2 proficiency level. These factors and their interaction will be discussed in detail.

Table 1 – Summary of the results per task and group

Type of inversion	Variable	Task	Near native L2ers		Advanced L2ers	
			L1 Fr	L1 EP	L1 Fr	L1 EP
LI	Type of verb	Drag & Drop	N	N	N	N
		Priming	N	*	*	*
		Acceptability judgements	*	*	*	*
	Type of discourse context	Drag & Drop	N	N	*	*
		Acceptability judgements	*	*	*	*
TI	Type of verb	Drag & Drop	N	*	*	*
		Priming	*	*	*	*
		Acceptability judgements	*	*	*	*
	Type of discourse context	Drag & Drop	*	*	*	*
		Acceptability judgements	*	*	*	*

Legend: *N* = native-like; * = optionality (i.e., within the L2 group, there are no significant differences in the level of acceptance/production of LI and TI between the conditions which are compatible with this word order and those which are not, and the group's results are significantly different from those of the monolingual controls)

Note: Statistical analyses were conducted using mixed effects models with random effects for subject and item.

The (almost native) acquisition of discourse coherence in L2 English/French by Dutch and German learners.

General

Keywords: Discourse-principles, very advanced learners, dialogues

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Abstract: Although very advanced learners of a language often seem to have acquired their target language to near-native standards on most linguistic levels, they often still have difficulties linking utterances according to the L2 principles of information structure. Studies by Van Vuuren & Laskin (2017) found that Dutch learners of English, despite their advanced levels, still apply Dutch principles of information structure in their writing. They use clause-initial adverbials and local anchors more frequently than native English writers (*besides of that, moreover, in top of that*) as a linking tool between utterances. The present study focuses on the use of L2 English and French linking principles of information structure by L1 Dutch and German learners in monologue picture descriptions and in a dialogue spot-the-difference task. It was investigated whether and to which degree very advanced learners still rely on L1 linking discourse principles as were found and described earlier in cross-linguistic L1 analyses of the same languages: Dutch and German versus English and French carry different functions to their clause-initial constituents due to their different word orders. Dutch and German, as verb-second (V2) languages, have a pre-verbal position that can host any constituent. Typically, in picture descriptions, adverbials and 'local anchors' (Los & Dreschler, 2012) like *daarnaast* 'besides there' and *hierdoor* 'hereby' are used to link sentences to the immediately preceding discourse. English and French, however, have a stricter subject-verb-object (SVO) word order, which means that the subject is preferred in initial position and carries the discourse-linking function (see also Carroll, Murcia-Serra Watorek & Bendiscioli, 2000)

Previous pilot L1-analyses of picture descriptions and spot-the-difference dialogues by native speakers of English, French, German and Dutch, demonstrated that these speakers indeed employ different strategies to structure their monologue picture descriptions and their dialogues; while English/French speakers use *what* they see as a structuring principle (facilitated by the clause-initial subject and existential expressions; *there is X, I see Z, X has a strange colour*), Dutch/German speakers emphasize *where* they see these things (facilitated by place adverbials in pre-verbal position; *on the top left corner is an X, below X is an Z*). In the present acquisition study thirty-two speakers of Dutch L1 participated in the English L2 (15) and the French L2 condition (17). The results clearly show that although the L2 discourse seems to be very near-native at first glance, the typically picture-based Dutch/German *where-is-what* discourse principle organizes the English and French L2 picture descriptions and the spot-the-difference dialogues in a just not enough native-way. Moreover, the L1 *where-is-what* principle expressed by a frequent use of sentence-initial local anchors by our Dutch learners (*Right next to that a bit to the top is an apple* or *A gauche en dessous un peu est une mandarine*) was more dominant in the dialogues than in the monologue picture descriptions.

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How to introduce a new protagonist in L2 Chinese narratives?

General

Keywords: L2 Chinese, narrative discourse, referent introduction, locative inversion, inaccusative verbs

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INALCO, CRLAO

Abstract: There are three different syntactic structures commonly used in Chinese to introduce a new protagonist in narrative discourse (Zhang 2009): the canonical predicate structure with an indefinite subject (NP-V), the presentational cleft construction (有 *yǒu* ‘there be’-NP-V) and the locative-inversion construction (V-NP). When introducing a new protagonist in narratives, L2 Chinese learners have then the difficult task to choose between several structures and two possible syntactic positions. Furthermore, previous studies have shown that the acquisition of the locative-inversion construction, using unaccusative verbs, is problematic in L2 (Yang *et al.* 2007, Yuan 1999). In that context, this study investigates the syntactic structures that French-speaking learners of L2 Chinese use to introduce a new protagonist in narrative discourse (Hendriks 1998, Turco 2008), by testing two hypothesis: (a) the *Topic Hypothesis* (Pienemann *et al.* 2005), according to which the learners at early stage mostly introduce a new NP as an agentive subject in the initial position, and progress toward a non-linear order of sentence structure; and (b) the *Unaccusative Trap Hypothesis* (Oshita 2001), according to which only more advanced learners are able to identify unaccusative verbs in locative-inversion construction and place a new NP in post-verbal position. The procedure used consists of the analysis of an oral corpus collected from 5 different groups of informants (N=110): French and Chinese native speakers (NS), as well as learners of L2 Chinese at three proficiency levels (low, intermediate and advanced). The stimulus of the elicited task is a comic strip composed of ten plates of four drawings, including eight target items and two distractors. The narrative is a quest during which the main character meets new protagonists, all of them entering the scene unexpectedly. The results show that 1) the French and Chinese NS clearly use different word order, respectively NP-V and V-NP; 2) Low level learners almost never vary from the canonical word order; 3) intermediate learners are not significantly different from the low level group, even if they show more syntactic diversity; 4) advanced learners use V-NP word order like Chinese NS, nevertheless, the verbs chosen are different, learners use more the verb of existence 有 *yǒu* ‘there be’ and less verbs indicating change of location (e.g. 跳出 *tiào-chū* ‘jump-out’) than NS. The two hypothesis tested are validated: only the advanced learners are able to frequently use non-canonical word order. However, the difference with the Chinese NS in respect to the verb shows that those learners still have difficulties with the locative-inversion construction and therefore use verbs that are less central in the inaccusative hierarchy (Sorace 1995).

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Making a LLAMA into an ALPACAA: A revised attempt at assessing aptitude

General

Keywords: aptitude, testing, LLAMA, working memory

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Abstract: Language learning aptitude has received increasing attention in recent years (Li, 2016; Reiterer, 2018) and may be related to working memory (Wen et al, 2017). Since Carroll & Sapon's early MLAT tests (1959), a number of alternative tests have been constructed (Pimsleur, Hi-Lab, CANAL-FT, LLAMA). One problem facing researchers has been the availability of such tests. Hence, the freely available LLAMA tests (Meara 2005) have been widely used. However, the LLAMA tests were originally designed as exploratory tools for research methods training and have not been validated or standardised (Granena 2013, Rogers et al, 2017). A number of design flaws have been identified in the LLAMA tests including difficulties with the interface, different scoring methods across the tests, ceiling/floor effects in LLAMA E in particular, and some errors in items.

This study has three purposes:

to remedy some of these test flaws.

to revise the scoring method of the LLAMA test

to examine if the revised tests overlap with working memory measures

Using OpenSesame reaction time software (Mathôt et al, 2012), we have developed a BETA version of the LLAMA tests, dubbed the ALPACAAs (Applied Linguistic ProgrAmmes for the Computerised Assessment of Aptitude). The ALPACAAs retain the four components of the LLAMA tests: vocabulary (LLAMA_B), sound recognition (LLAMA_D), sound-symbol correspondence (LLAMA_E) and grammatical inferencing (LLAMA_F). The new sound recognition test now includes the originally intended 40 item test and the sound-symbol correspondence has been redesigned to increase the difficulty level to avoid ceiling effects. Specific item errors have also been fixed with clearer instructions for each test.

We are currently administering the new ALPACAA tests, a background questionnaire and three measures of working memory using PEBL (Mueller & Piper 2014) to 100 participants (aged 18-50).

We will present the following analyses:

models of three different scoring methods (positive only, with penalties for incorrect answers and controlling for the amount of time participants took on the test item), item analysis on all ALPACAA test items, analysis of the working memory data in relation to the new scoring method to establish whether the construct of aptitude overlaps with WM, and analysis of the impact of the background variables on the ALPACAA scores

Through this study we hope to address some of the limitations of the current LLAMA tests before new, revised, online versions of the LLAMA tests are released for the research community.

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Not aptitude but aptitudeS: Examining the relationship between implicit-explicit learning aptitudes and implicit-explicit knowledge

General

Keywords: implicit and explicit knowledge: aptitude

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Abstract: Understanding the nature and relationship between implicit (unconscious) and explicit (conscious) learning and knowledge is an important aim for SLA theory and pedagogy. In recent years, researchers have turned to measures of *learning aptitude* (an individual's ability to learn in a certain way) to better understand the learning-knowledge relationship. Results have shown that explicit learning aptitude predicts explicit knowledge development; however, the effects of implicit learning aptitude on implicit knowledge are more limited (compare Granena, 2013 and Suzuki & DeKeyser, 2017). In this project, we build on this work by expanding the number of implicit learning aptitude measures (beyond serial reaction time) in recognition of the multifaceted nature of the implicit learning aptitude construct. Alongside, we administered a battery of explicit and implicit knowledge tests to measure explicit and implicit L2 knowledge. Collectively, we aimed to examine how cognitive aptitudes predict development of explicit and implicit L2 knowledge.

One hundred forty-eight international students at an English-medium university completed a battery of nine English tests that measured their implicit knowledge (i.e., oral production, elicited imitation, word monitoring, self-paced reading, two timed grammaticality judgment tests) and explicit knowledge (i.e., two untimed grammaticality judgment tests, metalinguistic knowledge test). Participants also completed a series of cognitive aptitude tests: implicit-statistical learning (auditory statistical learning, visual statistical learning, alternating serial reaction time), procedural learning (Tower of London) and rote learning (paired-associates learning). The two factors of implicit and explicit knowledge correlated differently with different cognitive aptitudes. Overall, rote learning was the strongest predictor of linguistic test performance. Auditory statistical learning and serial reaction time showed weak, positive correlations with both implicit and explicit knowledge ($r \approx .20$). We are currently evaluating the robustness of these correlations using structural equation modeling (SEM). Preliminary SEM results suggest that explicit learning aptitude may be a strong predictor of all different kinds of knowledge and implicit learning aptitude may not be a unitary construct. Results suggest that the development of advanced linguistic competence is a long and arduous process to which various cognitive aptitudes contribute.

Factors affecting development of metalinguistic awareness in Bilingual Primary Education in the Netherlands.

General

Keywords: Child language development, Language awareness, Bilingual Primary Education

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Abstract: *Background:* Research has shown that Bilingual Primary Education (BPE) is beneficial for foreign language learning when compared to less intensive foreign language learning programmes (Lindholm-leary & Genesee, 2014). Whilst there are studies showing that these advantages extend to scores on metalinguistic tasks (Bialystok & Barac, 2012), even after taking into account other factors such as intelligence, L1 vocabulary size and salience of linguistic features (Kuo & Anderson, 2012; Reder, Marec-Breton, Gombert, & Demont, 2013), most are cross-sectional. To fully understand the developmental trajectories of individual children in their development of (potential) advantages in metalinguistic awareness, longitudinal data are crucial. Furthermore, to fully understand the scope of any such advantages, it is necessary to distinguish between phonological, morphological and syntactic awareness (Hofer & Jessner, 2016; Reder et al., 2013), something which only a few studies investigating metalinguistic awareness have done.

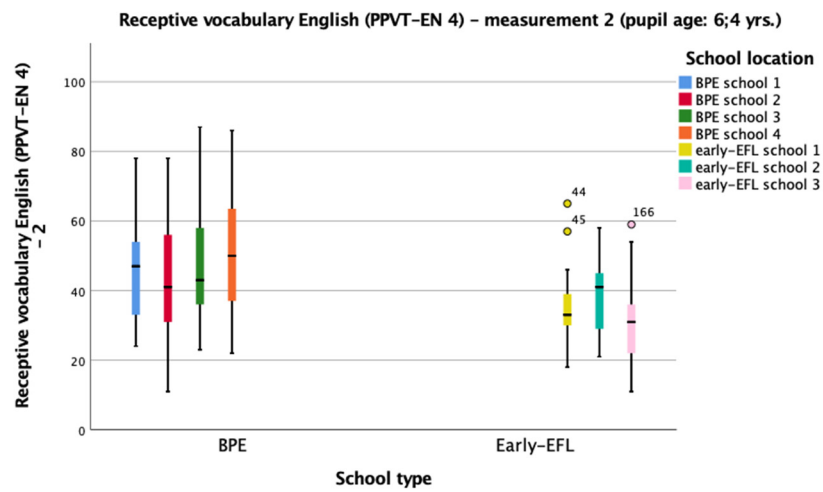
We conducted a longitudinal study, the aim of which was to examine which factors positively or negatively affect the developmental trajectories of BPE learners in a Dutch-English school for phonological, morphological and syntactic awareness. We included a control group, consisting of pupils from schools where early English as a Foreign Language (EFL) instruction is given from age 4 onwards and is restricted to ± 1 hr. per week.

Method: 127 BPE pupils (± 9 hrs. English/week) from 4 schools and 75 early-EFL pupils from 3 schools were tested at 4;11 yrs. and 6;4 yrs. of age using standardised Dutch and English vocabulary tests (PPVT-III-NL, PPVT-4, EVT-2), phonological awareness tasks (CELF-4-NL), morphological awareness tasks (CELF-4-NL, CELF-4-EN) and a syntactic awareness task (Taaltests voor Kinderen, 1983). Intelligence (WISC-MR) and working memory (AWMA-Odd-one-out) were also tested.

Results: Our results show that at age 6;4 yrs, BPE pupils scored significantly higher on English vocabulary than their early EFL-peers, and that there were no significant differences between the two groups on Dutch vocabulary. No significant differences were found for phonological, morphological and syntactic awareness at either test moment. This finding contrasts with previous findings (Reder et al., 2013), where differences at the group level were found. While pupils did improve over time in our study, within-group variation appears to be greater than between-group variation (see Figure 1 to illustrate this). We will use multilevel analyses to explore the role of child-internal and -external factors known to account for these differences at the level of the individual child and of the school. In doing so, a detailed account of sources of variation and the factors that explain children's emerging skills in metalinguistic awareness and their development over time will be provided.

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Exploring the connections between classroom environment and engagement in the Foreign Language classroom

General

Keywords: foreign language engagement, classroom environment

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Abstract: This study seeks to explore the connections between classroom environment and engagement in foreign language university classrooms at beginner and advanced level. While classroom environment plays a key role in learning (Hattie, 2012; Shernoff, 2013), it is not commonly discussed in relation to the construct of engagement with regard to foreign language classrooms (see Svalberg, 2009, as an exception). We argue that, in applied linguistics, to some degree this has been due to a lack of a clear operationalisation both of the construct of ‘classroom environment’ and of ‘engagement’. The connection between these two constructs is more commonly addressed in educational psychology research. It is only recently that large scale meta-analyses conducted in this field (Christenson, Reschley & Wiley, 2012) have made it possible for applied linguists to make use of this work to examine the connection between environment and engagement within the foreign language classroom.

This presentation begins with a discussion of these two constructs and their role in foreign language learning. Specifically we identify learning environment in terms of “environmental complexity” as operationalized by Shernoff et al., (2016). Their conceptual model is made up of (a) ‘environmental challenge’, that is, the degree of demand and expectation; and (b), ‘environmental support’, that is, the instrumental, social and emotional resources to meet environmental challenges. We describe engagement as “heightened attention and involvement, in which participation is reflected not only in the cognitive dimension but in social, behavioural and affective dimensions as well” (Philp & Duchesne, 2016, p.3).

The research comprises a set of data drawn from a first year French Beginner class (n=14) and a second year French Advanced class (n=16), each taught by the same experienced tutor, a native speaker of French. Focal students were 4 Beginners and 6 Advanced students. The data, collected over two academic terms, included a combination of video, observation and interviews with the teacher and with the focal students.

Findings suggest that environmental support provided both by the teacher and peers fosters behavioural and emotional engagement. For example, when class activities matched students’ interest and background, and when teachers provided encouragement and were patently present, students showed higher involvement and enjoyment of the task at hand. Interestingly, the impact of challenges differed between students. There is some evidence to suggest that task enjoyment counterbalanced the perceived difficulty of the task. However this differed somewhat according to self-efficacy as well as perceived relevance of the task for their learning. We conclude the presentation with a discussion of the findings and practical implications for teachers and researchers.

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The effects of word-focused and meaning-oriented L2 vocabulary instruction as measured by neurocognitive indices

General

Keywords: L2 vocabulary learning, sensitive measures, ERPs

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Abstract: Second language (L2) vocabulary studies have traditionally used measures that allow for conscious thinking and attentional control, such as pen-and-paper tasks to measure learning gains in intervention studies. Yet, few studies have used measures that are sensitive enough to tap into knowledge that is not consciously accessible (e.g., Elgort, 2018). Previous research suggests that Event-Related Potentials (ERPs, that is, brain responses elicited by experimental stimuli) have the potential to address L2 lexical learning (e.g., Elgort, Perfetti, Rickles, & Stafura, 2014; Schmitt, 2010). Provided that ERPs reflect cognitive processing (e.g., N400 indicates semantic processing and P600 indicates syntactic processing), they may account for form-, meaning-, and use-related vocabulary knowledge aspects.

So far, however, few ERP studies have focused on L2 vocabulary learning. Moreover, the bulk of previous ERP research has been conducted in controlled laboratory settings. Consequently, it has been suggested to further investigate the impact of instruction on neurocognitive processing in more ecologically valid L2 classroom contexts (e.g., Morgan-Short, 2014). In order to address this gap, this study used ERPs to investigate the impact of word-focused instruction on L2 learners' acquisition of 20 French verbs.

Fifty-five intermediate-level participants (age=16, L1=Dutch, L2=French) were randomly assigned to either a meaning-oriented or a word-focused condition. The learning materials in both conditions contained 20 unknown French verbs (i.e., the targets) that were embedded in an on-line learning environment that was especially created for this study. Each treatment consisted of two learning sessions that took 60 minutes each. During the first learning session, participants in the meaning-oriented treatment read news articles and completed comprehension questions about the articles, while participants in the word-focused treatment read the same articles but completed both comprehension and vocabulary activities. During the second learning session, participants engaged in writing activities. In the meaning-oriented treatment, participants were asked to comment on the articles, whereas participants in the word-focused treatment were required to write comments which contained the target words. Immediately after the second learning session, ERPs were recorded during three tasks that focused on form-, meaning-, and use-related aspects of the targets, i.e., a lexical decision task, a semantic relatedness task and a grammatical judgement task. Prior to the learning sessions, participants had completed a pretest in order to measure previous knowledge of the target words and a 120-item receptive vocabulary knowledge test to control for L2 proficiency.

Preliminary findings suggest that L2 classroom learning may be conducive to eliciting N400 and P600 responses. Based on the reaction-time results of a parallel study that used the same learning materials and similar test stimuli (Vandenberghe, Montero Perez, Reynvoet, & Desmet, 2018), we hypothesize that word-focused instruction may elicit stronger form- and meaning-sensitive N400 responses, as well as more robust use-related P600 effects. Results will be discussed in light of previous lab-controlled ERP vocabulary research. We will conclude by discussing the assets and limitations of ERPs as sensitive measures in L2 vocabulary research.

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Vocabulary learning milestones: A study of the receptive vocabulary size of Swedish adolescent EFL learners

General

Keywords: Vocabulary size, EFL learners, L2 Vocabulary acquisition

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Abstract: Due to a great deal of variation in the conditions in which a foreign language is acquired in terms of factors such as amount of exposure of the target language, we know relatively about how a foreign language develops and “what is normal and abnormal in foreign language development” (Milton 2009). In order to better understand foreign language development, we need access to data that sheds light on the developmental milestones foreign language learners pass through.

Language proficiency is a complex and multifaceted construct and in particular vocabulary size has been shown to be a good predictor of overall language competence. In addition, testing learners’ vocabulary size, receptive size in particular, is a relatively quick and easy way of obtaining a good picture of the overall level of proficiency (Nation and Anthony 2016). By mapping the vocabulary size and growth of vocabulary knowledge among learners at different stages of language learning, we can obtain an understanding of typical vocabulary learning trajectories in different learning contexts.

There is a lack of data on how large receptive vocabulary size FL-learners in high-exposure foreign language learning contexts, such as Sweden, can obtain. Previous studies have employed receptive vocabulary size tests with lexical items sampled up to the 10, 000 most frequent words and thus underestimated the size due to a ceiling effect (Gyllstad, 2007, Lemmouh, 2010, Staehr-Jensen, 2005 and Sundqvist & Sylvé, 2012).

The main aim of this study was to assess the vocabulary size of Swedish adolescent learners of English as a foreign language. The 20,000 version of the vocabulary size test (VST) was used and was administered to 83 learners in year nine at three secondary schools in Sweden. The results of this study show that Swedish adolescent learners of English have a strikingly large vocabulary size comparable to that of native speakers and are in line with the vocabulary size of native pupils in school year 10 reported in Coxhead, Nation and Sim (2015). Accordingly, the results suggest that some components of L2 proficiency can reach near-native levels even in a foreign language learning context. The results will be discussed in light of our knowledge of L2 vocabulary growth in different learning contexts, test validity and their pedagogical implications.

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Lexically specific versus productive constructions in L2 Finnish learners

General

Keywords: usage-based language learning, constructions, formulaic language

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Abstract: This paper traces the development of two different constructions in four Finnish L2 learners. Based on studies on L1 development (Dąbrowska & Lieven, 2005), it has been assumed that L2 learners develop their constructions from lexically specific, formulaic expressions into a more productive, abstract schema (see Ellis, 2002). The role of item-based, lexically specific expressions in L2 learning has been demonstrated in several studies (e.g. Mellow 2006, Eskildsen, 2012). However, schematic constructions also have appeared right from the beginning of L2 learning (Roehr-Brackin 2014).

Given this discussion, the following research question was formulated: Do the *haluta* ‘want’ and *tykätä* ‘like’ constructions of four Finnish L2 learners develop from lexically specific to more productive constructions over time? In order to answer to this question, we collected free response data weekly from four learners over the course of 9 months. In total, 272 utterances were included in the analysis. Because our interest was to find out whether our participants’ constructions develop from lexically specific to productive pattern, we calculated the number of different forms of *haluta* and *tykätä*, and the number of different type of complements (noun phrases, non-finite clauses, and sub clauses). Moreover, we calculated how many different noun phrases, non-finite clauses, and sub clauses were used. Non-target-like forms of the verbs and complements were included in the count. Based on these numbers, the learners’ constructions were put on a continuum from lexically specific to productive. If the learner uses only one or very few forms of the verb initially, and the complements do not show a great deal of variation, the construction is considered to be learned in an item-based fashion and the learner is not assumed to have (yet) developed an abstract and productive schema.

Our results show that, contrary to the default assumption, both lexically specific and schematic patterns play a role in L2 use both at early and later stages of development, and that learners exhibit individual learning paths for the same constructions. Some learners start with lexically-specific expressions rooted in a specific communicative function, while the other learners’ constructions exhibit a greater number of variable instantiations initially. We also show that for some learners, chunk-like expressions do not only characterize the early stages of L2 development but are also used later on.

Besides this inter-individual variability, our results point to intra-individual variability in development too: a learner may develop two superficially similar constructions in fairly different ways probably because of the actual usage-events she/he has experienced. In this paper, the role of initial conditions and L2 instruction in this speaker-dependent development will be discussed.

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Impact of self-reflection and integrated pronunciation teaching on the intelligibility of novice learners of French: A longitudinal focus on liaisons

General

Keywords: Awareness, French, Intelligibility

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Abstract: Reaching intelligible pronunciation is an important goal for foreign language (L2) learners. However, the communicative language method that predominates in the teaching of foreign language requirement courses has also somewhat led to learners' low level of linguistic accuracy, which impedes their goal of becoming understandable by native speakers. Lyster & Ranta, (2016) argue that this issue can be alleviated by re-integrating some form-focused instruction into the curriculum. More specifically, in the case of pronunciation, Derwing (2018) shows that "explicit instruction can be beneficial [...] to help [learners] produce [...] more intelligibly". Although the development of intelligible pronunciation can be fostered through explicit instruction, and by raising learners' awareness of the sound of the language (Derwing, 2018), many practical constraints remain that prevent instructors from addressing pronunciation in a communicative-based course. According to Leow and Donatelli (2017), research on awareness in the L2 learning process is still insufficient and has yet to establish whether 'awareness' [...] occurs on a continuum". Additionally, "researching longitudinal development of L2 learners is essential to understanding influences in their success" (Derwing & Munro, 2013).

This four-semester-long quasi-experimental mixed-methods study on novice French learners examined whether and how self-reflection could be an efficient complement to integrated explicit instruction to support the development of intelligible perception and production of the liaisons. Liaisons are a high-frequency suprasegmental phenomenon, appearing every ten words on average in oral French (Adda-Decker, Fougeron, Gendrot, Delais-Roussarie, & Lamel, 2012). Results on pre/post read-aloud production tests surrounding spelling-to-sound pronunciation lessons and on in-class perception tests were compared between a treatment (instruction + self-reflection) and a control group (instruction only) to assess learning outcomes, and to investigate the potential correlation between perception and production of the liaisons. The responses to the open-ended self-reflections were explored to document the learning process based on an Awareness Continuum hypothesis, and relative to progress.

This study aimed to test the theory of a potential continuum by exploring the relationship between attention, noticing, awareness and understanding to fathom their influence on L2 pronunciation learning. Findings were threefold: they revealed that self-reflection 1) helped raise learners' phonological awareness on the phonological aspects under study, 2) led to overall better learning outcomes, 3) resulted in production gains overall and 4) shed light onto the relationship between perception and production. Furthermore, it can be argued that a link between attention and understanding may exist, but when this link is absent, learners using self-reflection may not linearly progress with their pronunciation.

Catching learners' attention remains a challenge as we now teach the Generation Z, also called the 8 second-generation (Egnatz, 2018). Learners are confronted to so much stimulus, that they only have 8 seconds to make a decision on what is worth their attention, but when attention, noticing, self-reflection, and instruction work together, learners tend to learn and progress more linearly.

Multimodal training can facilitate L2 phoneme acquisition

General

Keywords: multimodality, L2 phoneme acquisition, gesture

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Abstract: Speech and gesture are closely related (Kendon, 2004; McNeill, 1992), and gestures have been shown to contribute to language development. Previous work on L1 acquisition showed that children start communicating by pointing at objects, and that these gestures predict the lexical items appearing in the child's vocabulary (Goldin-Meadow, 2007). In L2 acquisition, it has been demonstrated that in vocabulary acquisition, novel words are better memorised when learned with a gesture (Tellier, 2008). At the phonetic level, the evidence on the facilitatory role of gestures in L2 acquisition is less consistent. Some studies have shown that seeing gestures helps in perceiving L2 phonemic contrasts (Hannah, Wang, Jongman, & Sereno, 2017; Kelly, Bailey, & Hirata, 2017), whereas others found the opposite (e.g., Kelly, Hirata, Manansala, & Huang, 2014). Moreover, existing studies on gestures in L2 phoneme acquisition focused on *perception*, but it is unknown whether gestures can also improve L2 phoneme *production*. An imperative question, as many L2 learners aim to sound native-like in their L2.

To determine whether including gesture in language training facilitates L2 phoneme production, 51 native speakers of Dutch received training on the target-like pronunciation of the Spanish phonemes /θ/ and /u/, which are typically difficult for native speakers of Dutch. Participants were asked to read aloud Spanish sentences including words with /θ/ and /u/ before (T1) and after training (T2). Participants received training in one of four training conditions: audio-only (AO), audio-visual (AV), audio-visual with pointing gestures (AV-P), or audio-visual with iconic gestures (AV-I). They received a written explanation in Dutch of how to pronounce the target phonemes in Spanish, accompanied by two example phrases produced by a Spanish native, in one of the four conditions. In the AV-P condition, the speaker pointed at her mouth as she produced the target phoneme. In the AV-I condition, she produced an iconic gesture illustrating how to produce the target phoneme.

The target phonemes were extracted from the data and annotated phonetically. Reliability (50% of data) between 2 coders deciding whether the target phonemes that were produced were on target, or not, was high ($\kappa=.900$, $p<.001$). Annotations for the same items were then compared between T1 and T2, and coded for whether there was progress after learning, i.e., whether the target phoneme was not produced on-target at T1, but on-target at T2. Cases in which the participant was always able or never able to produce the phoneme, or not able to produce the target phoneme anymore at T2, were coded as no progress.

The results showed that /u/ is easier to acquire than /θ/ and that training modality can affect on-target production. Specifically, the descriptives showed that all training conditions with a visual component lead to more on-target productions than the AO training. However, the statistical analyses showed that the effectiveness of the type of multimodal training varied between the two phonemes. For /u/, we found no significant association between training condition and progress. Most participants were always able to produce this phoneme correctly. For /θ/, we found a significant association between training condition and progress. The AV-P condition was particularly helpful for learning, while the AV-I condition caused progress to be less than expected. Interestingly, in the majority of cases, /θ/ was not produced target-like at T1 and on-target pronunciation was never learned, suggesting that this phoneme is particularly challenging for L2 learners.

This study shows that multimodal training can facilitate L2 phoneme production. Pointing seems helpful, especially when learning challenging L2 sounds, possibly because processing pointing gestures requires less cognitive resources than the processing of iconic gestures. These resources can subsequently be used in the actual production of the L2 phoneme.

Making TV input comprehensible for young beginner learners: captions or subtitles?

General

Keywords: captions, subtitles, content comprehension

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Abstract: General consensus is that – for second language learning through multimodal input - L2 captions are more beneficial than L1 subtitles, particularly for speech perception (Mitterer & McQueen, 2009) and vocabulary acquisition (e.g. Vanderplank, 2010). For content comprehension, in contrast, it has been suggested that L1 subtitles lead to a better understanding, although learner proficiency may interact with subtitle type – with L1 subtitles having a facilitating effect for beginners but being distracting for more advanced learners (Bianchi & Ciabattini, 2008). Studies have also found, however, that even if captions (compared to subtitles) may come at a cost for comprehension, their cognitive load does not disrupt overall comprehension (Birulés-Muntaner & Soto-Faraco, 2016). Research also suggests that viewing related videos (such as consecutive episodes of a TV series) can aid comprehension due to the accumulation of background information (Rodgers, 2013) and repetition of familiar vocabulary (e.g. Rodgers & Webb, 2011).

This study seeks to explore the differences on content comprehension when viewing TV series with captions and subtitles, and to investigate to what extent focusing learners' attention to vocabulary learning affects comprehension scores. It also examines the effect of learner-related variables such as proficiency, vocabulary size, attention and engagement; and test-related factors such as type of question. Participants are 106 secondary school students (Grade 8) divided into 4 intact classes who engaged in a one-year classroom intervention. Two classes (one with captions, one with subtitles) had a previewing task focused on vocabulary, while the other two classes did not. Content comprehension was examined across the four conditions after the viewing of each one of the 24 episodes through a 10-item test, which included a combination of multiple-choice and true-false questions, addressing both literal and inferential information.

Preliminary findings show that the L1 subtitles groups perform better than the captions groups, and that groups with a focused instruction in vocabulary do not have an advantage over the groups that are not taught the target words. In contrast, findings of vocabulary learning showed that being taught the target words had a stronger effect than subtitle language, although the captions groups – benefitting from matching oral and written word forms – performed better (Authors, under review). The study will explore possible trade-offs, and it will contribute to the issue of the relative benefits of captions and subtitles with data from beginner learners and to the area of L2 learning through audiovisual material with data from adolescents, underrepresented in the field.

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Why L2 words trigger weaker emotional reactions – and what you can do about it. The interplay of L2 processing, cognitive load and emotion regulation

General

Keywords: processing, emotion, fluency

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Abstract: A growing body of experimental research shows that unbalanced bilinguals react less emotionally in their L2. Yet, there is still scarce and conflicting evidence on the causes the L2 emotion disadvantage. Strong context-based explanations propose that emotions are learned in language-specific contexts and that L2 learning contexts are associated with weaker emotions (e.g., Iacozza, Costa, & Duñabeitia, 2017). Processing-based explanations state that unbalanced bilinguals' L2 processing is less fluent and requires more cognitive effort, which leaves fewer resources for emotionality (e.g., Thoma & Baum, 2018). Our research contributes to this open debate by asking if reducing *and* increasing the attentional resources available for an emotion task modulate the L2 emotion disadvantage.

We investigated these questions by adapting and extending a monolingual study by DeFraigne (2016). Our experiment had a 2 (emotion regulation: passive-viewing vs. emotion maintenance) × 2 (cognitive load: no math vs. math) × 2 (language condition: L1 German vs. L2 English) factorial design. Emotion regulation was a between-subjects factor, with counterbalanced orders for the within-subjects factors cognitive load and language. Control variables were lexical access automaticity, a language learning context score and language proficiency in L1 and L2, mood and math performance. Eighty participants with high L2 proficiency rated the perceived emotional valence of (previously matched) 48 L1 and 48 L2 words on a language-free 9-point Self-Assessment Manikin scale (Lang, 1980).

Mixed effects regression analyses showed that valence ratings were lower if participants read them in L2, and if they had to solve math problems in between reading and rating the emotion words. Emotion regulation had a positive main effect in that participant reported higher valence ratings if instructed to maintain their emotions. There was also an interaction between cognitive load and emotion regulation because maintenance had stronger effects with maths. More importantly, cognitive load interacted with language, so that the L2 emotion disadvantage only occurred under high cognitive load. Emotion regulation however, affected the valence ratings very similarly in L1 and L2. As a result, whereas bilinguals could maintain their emotions in L1 despite the cognitive load of solving math problems by allocating additional attentional resources to the task, emotion maintenance could reduce but not offset the L2 emotion disadvantage. Maintenance and L2 did not reduce mathematical accuracy.

In sum, our study is the first to show a bidirectional effect of cognitive processing resources on the L2 emotion disadvantage. It suggests that L2 triggers weaker emotional reactions because of less efficient linguistic processing rather than language-specific representations of emotions. We discuss implications for psycholinguistic theories of bilingualism, methodological pitfalls in further research and practical consequences for emotional appeal.

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Son of a bitch or hijo de puta? Receptors emotional force of swearing by L2 and L1 users.

General

Keywords: Swearing, emotional force of swearing, receptor's perception of swearing, L2, L1.

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Abstract: Swearing has historically been seen as a taboo topic in research (Dewaele, 2016; Jay, 2009). Nowadays, research on the emotional force of swearing in bi/multilingual speakers has become a popular topic among scholars. Literature until now suggests that bi/multilingual speakers perceive swearing as emotionally stronger in their first language (L1) than in their second language (L2) (Colbeck & Bowers, 2012; Dewaele, 2004b; Eilola & Havelka, 2010; Eilola et al., 2007; Harris, Gleason & Aycicegi, 2006; Harris, Ayçiçeği, & Gleason, 2003; Sutton, Altarriba, Gianico, & Basnight-Brown, 2007). However, studies up to present have based their results on self-perception of emotional force. Our study revisits the emotional force of swearwords among bi/multilingual speakers offering a new perspective, the receptor's one. This article investigates the native speaker's perception of the emotional force of swearwords in Spanish as uttered by L1 and L2 users. Four L1 and four L2 users (2 high proficient and 2 low proficient L2 users) of Spanish recorded sample speeches consisting of a set of Spanish swearwords. The individual offensiveness force of these samples was later rated by 132 L1 users of Spanish. This study investigated (1) whether there was an offensiveness' variation between the samples of the L2 and L1 users; and (2) if a higher proficiency level in the L2 would result in a higher offensiveness perception. Results revealed that (1) L1 users were perceived as significantly more offensive than L2 users, and (2) that there was a significant difference of offensiveness perception between L1 users, high proficient L2 users and low proficient L2 users (listed from more to less offensive). This study is currently examining whether L2 users of Spanish would have a different offensiveness perception of the sample speeches.

How does he feel? The relationship between status of language, proficiency, and emotion perception in Mandarin.

General

Keywords: Emotion perception, Valence, Arousal, Mandarin, Multilingualism

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Abstract: Being able to gauge an interlocutor's feelings is crucial for effective communication (Ochs & Schieffelin, 1989), but it seems to be more challenging when communication occurs in a second language or culture (e.g. Lorette & Dewaele, 2018; Gendron et al., 2014). Most emotion research so far has focussed on Western languages (Barrett, 2011). The present study is part of an on-going larger research project that extends the area by investigating the perception of emotions expressed in Mandarin. It focusses on the perception of *valence* – i.e. how pleasant/unpleasant one is feeling – and *arousal* – i.e. how activated/calm one is feeling. According to constructionist approaches to emotion, these two dimensions are universal and semantically-primitive features of emotions (Russell, 1995, 2003), and can thus be perceived across different cultural and linguistic groups.

The present study investigates whether first language (L1) speakers, second/foreign language (LX) speakers, and non-speakers (L0) of Mandarin differ in their perception of the valence and arousal level of a Chinese speaker's emotional state and whether Mandarin proficiency is related to valence and arousal perception.

One hundred and ninety L1, 103 LX and 96 L0 speakers of Mandarin with different cultural backgrounds filled in an online survey consisting of a socio-demographic background questionnaire and 12 short audio-visual recordings of a Chinese actor portraying different emotional events. For each recording, participants indicated their perception of how pleasant/unpleasant and how agitated/calm the actor was feeling. Correlation and regression analyses indicated significant differences between L1, LX and L0 speakers' perception of valence and arousal for only half of the stimuli. In those cases where differences appeared, speakers who were more familiar with Mandarin perceived higher arousal levels and more extreme valence levels – i.e. higher for positively-valenced emotion and lower for negatively-valenced emotions. Proficiency was not related to valence perception and weakly correlated with arousal perception.

These mixed findings confirm that emotion perception poses unique challenges for second language learners and users. Research in cross-linguistic emotion perception has valuable implications, among others for second language teaching. Focus on how to communicate emotions is absent from most classrooms while it is an integral part of communication (Dewaele, 2015).

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Incidental vocabulary acquisition through massed and spaced repeated reading

General

Keywords: time distribution, vocabulary learning, eye-tracking

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Abstract: There is evidence that L2 vocabulary can be acquired incidentally through reading (Webb & Chang, 2012), and that repeated reading can facilitate vocabulary acquisition (Liu & Todd, 2014). It is not clear, however, whether it is more effective to read the same text several times in one session (massed distribution) or in several (spaced). The cognitive psychology literature suggests that, in general, spacing promotes more learning than “massing” (Carpenter et al., 2012). According to the deficient processing hypothesis of the spacing effect, learners pay less attention and process items less deeply when repetitions appear within short time periods (Challis, 1993). In the SLA literature, some studies have analyzed how time distribution affects the learning of grammar (Rogers, 2015; Suzuki & DeKeyser, 2017) and vocabulary (Rogers & Cheung, 2018; Serrano & Huang, 2018) with mixed results. The current study will contribute to this literature by examining how different schedules promote L2 vocabulary learning through reading. Additionally, it will explore the deficient processing hypothesis through the use of eye tracking in order to examine whether, in the case of repeated reading, students’ attention decreases more significantly under a massed schedule.

Forty-four Spanish/Catalan bilingual adults read the same text in English three times while their eye movements were recorded in either a massed condition (one single session), or a spaced condition (three sessions with an intersession interval of one week). The participants were instructed to read the text normally in order to answer several comprehension questions. The text included 12 target words, the knowledge of which was pretested before the reading took place. After the last reading, the students performed a multiple choice test of the 12 target words, as well as 22 comprehension questions.

The results of the Two-way Mixed ANOVA concerning the offline vocabulary tests showed that both conditions led to significant learning of the target vocabulary, but there were no significant differences between massed and spaced groups. Participants’ processing of the text was analyzed by examining three global text measures (average fixation duration, total number of fixations, total fixation duration). Results showed that processing time on the text was not related to vocabulary gains in any of the conditions. Importantly, learners’ attention to the text decreased more significantly in the massed condition; however, the total time that the learners spent reading (considering time 1, 2, and 3) was very similar between groups. These results only partly support the deficient processing hypothesis of the spacing effect. Pedagogical implications of these findings will be discussed.

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Spaced Practice and Second Language Learning: A Meta-Analysis

General

Keywords: spaced practice, meta-analysis, second language learning

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Abstract: Spaced practice, in which time or other events occur between repetitions, promotes better learning and memory than does massed practice, in which repetitions occur back to back without spacing (Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006). Spacing is the interval separating learning sessions of the same materials. This interval is also referred to as intersessional interval (ISI). Given the robust effects of spaced practice on different aspects of learning, many attempts have also been made in the domain of second language (L2) learning (e.g., Suzuki & DeKeyser, 2017). Together, these studies indicate that spacing may be moderated by factors such as interval length (shorter vs. longer spacing) (Karpicke & Bauernschmidt, 2011), retention interval (RI, the interval between the last learning session and the final test) (Nakata & Webb, 2016), task type (Serrano & Huang, 2018), and feedback (Nakata, 2015). The present meta-analytic study aims to systematically review the earlier L2 studies on spaced practice to provide a more reliable and informative estimate of the effect of spaced practice on L2 learning, as well as determine the extent to which it is moderated by different factors.

Thirty-five effect sizes from 27 studies ($N = 2,692$) were retrieved. Accordingly, nine effect sizes from 8 studies for massed vs. spaced comparisons and twenty-six effect sizes from 23 studies of shorter vs. longer spacing comparisons were separately analyzed to calculate two mean effect sizes. Subsequently, moderator analyses were conducted to examine the extent to which 13 empirically motivated factors moderate the relationship between spacing and L2 learning. The following moderator variables from the studies were coded: (1) age, (2) L2 proficiency, (3) target type (vocabulary, grammar), (4) ISI range, (5) RI, (6) training procedures (e.g., study-restudy-restudy, study-test-test), (7) mode of input (e.g., auditory, visual), (8) number of sessions, (8) study time, (10) task type, (11) test format, (12) direction of processing (e.g., from receptive to productive), and (13) feedback.

Results showed that spaced practice led to a medium overall effect on L2 learning for massed vs. spaced group comparisons ($d = .43$). However, surprisingly, a small effect with marginal significance was found when comparing the shorter and longer conditions ($d = .10$, $p = .064$). Moderator analyses revealed that the variability in the spacing effect across between-participant studies was explained by learner (age, proficiency) and methodological (ISI range, RI, study design, mode of input, task type, test format, direction of processing, and feedback) variables. The methodological, pedagogical, and theoretical significance of the current study's findings will be discussed in detail.

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The role of time distribution in vocabulary learning through assisted repeated reading

General

Keywords: time distribution, vocabulary, intentional/incidental learning

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Abstract: The present study examines the effects of concentrated vs. spaced practice schedules on the acquisition of vocabulary through assisted repeated reading (or reading-while-listening). Several studies on L2 grammar learning have confirmed the findings from the cognitive psychology literature, which suggest that spacing study sessions over longer periods of time is more beneficial for long-term learning than concentrating them in an intensive fashion (Bird, 2010; Rogers, 2015). On the other hand, Suzuki and DeKeyser (2017) found that a 7-day intersession interval (ISI) between sessions did not facilitate acquisition of Japanese morphology more than a 1-day ISI. Similarly, some studies on vocabulary learning have provided evidence for the benefit of shorter ISIs (Rogers & Cheung, 2018; Serrano & Huang, 2018).

The purpose of this study is to further explore the effects of time distribution, in the case of vocabulary acquisition through assisted repeated reading. Repeated reading has been previously reported to promote L2 vocabulary acquisition (Liu & Todd, 2014; Webb & Chang, 2012). Nevertheless, more research is needed in order to analyze whether the lag between different reading sessions should be short or long in order to facilitate vocabulary learning.

Two vocabulary learning treatments were implemented in the present study, one which was meant to be more incidental and the other one that encouraged intentional vocabulary learning. The participants were 157 Taiwanese EFL learners in grade 10. Approximately half of them were randomly assigned to an intensive schedule (they did five sessions once a day over five subsequent days), and the other half to a spaced schedule (once a week over five subsequent weeks). The participants performed a bilingual vocabulary matching test at three time points (pretest, posttest, delayed posttest). Moreover, the participants' opinions about assisted repeated reading were gathered through a questionnaire. The results of the two-way mixed ANOVAs suggest that the intensive schedule was generally better for short-term learning than the spaced schedule, while this was not the case for retention. Additionally, the learners following the intensive schedule retained more words if they had learned them intentionally. The information obtained from the questionnaires suggests that the learners generally liked the assisted repeated reading sessions and they considered them useful for different aspects of L2 learning; however, there were not significant differences across groups. The results of this study challenge some previous findings regarding the effect of time distribution on L2 learning, while they support the use of assisted repeated reading in the classroom.

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The development of verbal modality in English L2 in a study abroad context: a longitudinal study

General

Keywords: modality - study abroad - English L2

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Abstract: While modality is a key semantic domain in communication, enabling speakers to express stance and mental states regarding a propositional content (Giacalone-Ramat 1995, Choi 2006), it is a fairly under-investigated domain as regards L2 acquisition (Bardovi-Harlig 2000, Howard and Leclercq 2017, Authors 2017).

What previous research exists can be split into work on the emergence of modality markers in the speech of migrants in a naturalistic context (Dittmar 1993, Stoffel and Véronique 1993, Giacalone-Ramat 1995, Ahrenholz 2000), work on the development of the use of modal reference in an instructional context (Gibbs 1995, Salsbury and Bardovi-Harlig 2000), with more recent studies focusing on a specific subset of modality markers, namely prediction/futurity markers (Bardovi-Harlig 2002, Howard 2012; Ayoun 2013; Edmonds and Gudmestad 2015). Results suggest that learners in the early stages of L2 acquisition rely on pragmatic means and the capacity of their interlocutor to infer the speaker's intentions. Verbal modality develops at later stages, with deontic meanings generally appearing before epistemic ones. Finally, the use of modality appears to be constrained by discourse type (conversation, narrative, oppositional talk, see Stephany 1995, Salsbury and Bardovi-Harlig 2000, Authors 2017). What is missing from the previous research is a focus on development at more advanced levels. Moreover, we know of no research that has investigated how modality marking develops in a study abroad context.

In the proposed study, we track the evolution of the use of modality marking in L2 English of five French Erasmus students majoring in business and languages and spending an academic year in an Anglophone university, with particular attention paid to the pace of development in relation to initial proficiency. The participants' initial proficiency level (2 lower intermediate, 3 advanced) was tested before departure with a paper version of the Oxford Proficiency test, and the Lex30 test (Meara and Fitzpatrick 2000). The same tests were applied after return to assess general proficiency development. We base our analysis on five filmed semi-guided interviews (one before, three during and one after the stay abroad period) and authentic emails sent by the participants to academic staff over the course of the academic year, which allows us to focus on a variety of discourse types (oral semi-guided conversation and formal emails). The interviews were transcribed using CLAN and the emails converted into chat format. For the current project, we chose to focus on how learners use verbal modality in making requests and comments. All such instances were identified and coded for a variety of factors (presence of verbal modality, type of verbal modality, discourse type, etc.).

We hypothesize (1) that intensive and long-lasting exposure to native English input facilitates the acquisition of modal markers with learners' range, complexity and accurate use increasing with time spent abroad and (2) that the choice to use modality markers is linked to the participants' general L2 proficiency but also to the discourse type.

Thanks to the longitudinal nature of this study, we are able to present specific evidence of development in the use of modals over twelve months, including an academic year abroad. The five participants showed increased range and complexity in their use of modality to make requests and comments. For example, *can* frequently appears in polite requests (*can you repeat please?*), even at lower intermediate level, while heavily modalized comments such as *I thought maybe I wouldn't fit in the classes* appear at advanced level. We moreover find evidence that the use of modals is mediated by general proficiency level and changes as a function of discourse type.

Feature reassembly and L1 pre-emption: effects on the acquisition of the Prepositional Infinitival Construction

General

Keywords: Prepositional Infinitival Construction, L2 Acquisition, European Portuguese

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Abstract: In this paper, we discuss the acquisition of the Prepositional Infinitival Construction (PIC)^[1] as a complement of perception verbs by Peninsular Spanish (Sp) learners of European Portuguese (EP).

The PIC is available in EP but not in Sp. However, Sp has a Gerund Construction (GC) available as a complement of perception verbs. The PIC and the GC share semantic (progressive value) and syntactic properties (both being analyzed as small clauses)^{[1][2]}. Crucially, the progressive aspectual value has different morphological counterparts in both languages: in Sp it is a Gerund verb form and in EP an aspectual head^[3] (the preposition *a*, 'to') plus an inflected or uninflected infinitival verb form.

Following the Feature Reassembly Hypothesis^[4], we predict that Sp learners will have difficulties reassembling the aspectual features of the GC into the ones of the PIC, due to a difficulty in identifying the contrasts in the respective morphological counterparts. Furthermore, we hypothesize that Sp learners will perform better considering the PIC with uninflected infinitive than with inflected infinitive, since Sp does not make available complements with inflected infinitives and consequently the acquisition of such structures entails a feature addition task (namely, ϕ -features).

We designed an acceptability judgment task (AJT), a sentence completion task (SCT) and a forced choice task (FCT) to test the acquisition of the PIC. For each task, we tested a control group of monolingual EP speakers and three groups of adult Sp learners of EP (formal instruction context) with distinct levels of proficiency: initial, intermediate, and advanced. In the AJT, we compared the acceptability rates of PIC with inflected and uninflected infinitive; in the SCT the preference rates of the inflected and uninflected infinitive PIC with another infinitival complement only available in EP: the Inflected Infinitive structure; and in the FCT the preference rates of the inflected infinitive PIC with a non-standard structure (Accusative subject plus inflected infinitive) with similarities to the Exceptional Case Marking (ECM), a structure available in both languages.

The data from the three tasks show that Sp learners struggle with PIC even in advanced levels of proficiency: overall, we found statistically significant differences between the control group and all the test groups ($p < .05$) indicating a lower acceptance rate of PIC by the latter. The AJT and the SCT show that Sp learners prefer PIC with uninflected infinitives. Furthermore, the FCT shows that all L2 groups tend to reject PIC with inflected infinitive (69%-79% rejection) in favour of the non-standard structure closer to ECM. Additionally, in the corrections provided in the AJT, Sp learners do not replace PIC by GC, but mainly by instances of ECM. We hypothesize that this difficulty in acquiring the PIC may result from a difficulty in reassembling the relevant features and from a L1 pre-emption effect^[5]: Sp learners may unconsciously deem the properties of the ECM structure of their L1 as sufficient to account for the EP input.

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Unclogging the Bottleneck: The interplay between morphological proficiency and sensitivity to discourse-to-syntax mappings

General

Keywords: L1-L2 typological distance, syntax-discourse interface, inflectional morphology

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Abstract: Recent research on the acquisition of L2 word order phenomena pointed to persistent difficulties at advanced levels to encode information structure constraints in terms of linear precedence. Two major obstacles have been argued to prevent convergence at the syntax-discourse interface in the L2: (a) language-independent issues of processing involving the difficulty to synchronize knowledge from different domains of linguistic competence (Sorace 2005; Hopp 2009); (b) language-specific effects, i.e. asymmetries in the L1-L2 realization of discourse-to-syntax mappings (Bohnacker & Rosén 2008; Smeets 2018). On this latter point, a key point of divergence between L1 and L2 pertains to their respective position on the continuum from syntax-configurational to discourse-configurational. A L2 in which word order is determined by discourse principles is therefore understood to cause difficulties for learners whose L1 allows no deviation from a fixed SVO order (see Hopp 2009).

The present paper investigates French-speaking learners' sensitivity to discourse constraints, in particular the given-before-new principle, on constituent ordering in L2 German. Focusing on the impact of typological distance, we aim at shedding light on learner's command of L2 morphosyntax as a key predictor for convergence in syntax-discourse. Being, unlike French, a rich case-marking language, German allows non-canonical OS orders, i.e. the fronting of given referents with the syntactic function *object*. L1 influence predicts that French-speaking learners, who are used to associate objects with post-verbal positions, may have trouble with non-canonical orders. This challenge implies increased insight into the role of case-marking as encoding syntactic functions in German. However, it has been widely argued that the mapping of functional features onto morphology constitutes the bottleneck of L2 acquisition (Slabakova 2006; 2014).

Building on the link between word order flexibility and the morphological representation of syntactic features, the present study focuses on the question whether higher proficiency in case-marking use translates into increased sensitivity to non-canonical discourse-to-syntax mappings. The study design is cross-sectional. The data have been obtained from 56 university students (L1 French-L2 German) who participated in: (a) a general proficiency test covering grammar, vocabulary and receptive (oral and written) skills; (b) a "fill-in-the-blanks" task under time constraint for assessing command of case-marking in various case contexts, i.e. SVO and OVS contexts involving nominatives as well as accusatives in preverbal position; (c) an element rearrangement task (ERT) consisting of disordered constituents provided with context and requiring participants to make optimal rearrangements, including non-canonical mappings, to match preceding discourse.

An item-based analysis of the ERT results was carried out with 'ERT Mapping Type' (SVO/OVS), 'Case-Marking Command' (differentiated according to case context) and 'General proficiency' as independent variables. Results indicated that increase in case-marking accuracy in the cloze test does not automatically translate into target-like discourse-to-syntax mappings in the ERT. The choice of non-canonical OVS options appears to be only accessible to participants who exhibit correct use of case at above-chance levels. In other words, despite less frequent optionality in case marking, progression fails to ease discourse-driven OVS rearrangements, which remain persistently problematic until case command approaches native-likeness. To assess the predictive power of case command, a comparison with general proficiency was conducted. Results showed a significant difference between both factors, confirming the identification of inflectional morphology as a reliable predictor for convergence at the syntax-discourse interface.

Multilingual writing processes and text quality

General

Keywords: multilingual writing, text quality, keystroke loggings

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Abstract: Research on second- and foreign-language writing processes is increasing, thanks to the existence of research tools that enable us to look more closely at what language learners actually do as they write (Hyland, 2016; Van Waes et al., 2012; Wengelin et al., 2019); research on plurilingual writing behaviour remains, however, scarce. This study will look at the relationship between writing processes (writing fluency, pauses and revisions) and the quality of texts written by fifteen middle school French-Turkish bilingual students (14-15 years old, residing in France) during writing in their home language (Turkish), school language (French), and English (a foreign language, also learned at school). They performed three writing tasks (copy, descriptive, and narrative tasks) in each language on a computer, and writing data was obtained with the *Inputlog* keystroke-logging tool (Leijten & Van Waes, 2013). Data related to writing processes were analyzed from this *Inputlog* data: writing fluency was measured as characters per minute, words per minute, and mean characters per minute in pause-bursts (text production between two pauses of 2000 milliseconds); pausing was measured as numbers of pauses, pause length, and location (within and between words); and revisions were measured as numbers of deletions and additions, and mean characters per minute in revision-bursts (additions and deletions between two long pauses of 2000 milliseconds). To assess text quality, a team of evaluators used a holistic rating scale to judge content, organization and language use in the L1, L2 and L3 texts; the keystroke loggings furnished quantitative measures of text length. We also obtained background data on the participants' writing behaviors outside the classroom with a questionnaire.

Analyses of the keystroke logging data reveal important differences between L1, L2 and L3 writing processes, which appear to be linked to our bilingual subjects' linguistic backgrounds, and especially their contact with written Turkish (Akinci, 2016). Writing processes were more fluent in French, with longer pause-bursts, fewer pauses and revisions than writing in Turkish and English. Post-hoc comparisons of writing processes in three languages show that although there are significant differences between French and Turkish/English writing processes, the differences between English and Turkish writing processes are similar, with, however, significant fluency differences (pause-bursts, within-word pauses and revision-bursts). We also found significant correlations between writing fluency measures and text quality in the three languages. The relationships between writing processes and text quality in multilingual writing are complex, and we will discuss the implications of our findings for classroom practice, and future research.

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Moving beyond simplicity: developing complexity in L2 writing

General

Keywords: L2 writing, syntactic complexity, writing tasks

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Abstract: Syntactic complexity is considered an important construct in language teaching and research because of the parallel relationship between the development of syntactic complexity and overall L2 proficiency (Ai & Lu, 2013; Ortega, 2003). The importance of the construct has continued to generate ongoing interest as evidenced by numerous publications over the past few decades that have investigated various relationships between L2 complexity and other factors such as quality of writing (Kyle & Crossley, 2018), writing topics (Yoon, 2017), linguistic background (Ai & Lu, 2015), instructional period (Bulté & Housen, 2014), and task planning (Ellis & Yuan, 2004). However, to this day no research has compared how tasks can encourage learners' development of syntactic complexity in the classroom.

The researchers in this study investigated the development of complexity in L2 writing between participants who practiced three different writing tasks. A total of 105 first year Japanese university students, who were of lower intermediate proficiency were randomly assigned to one of three groups. One group (n= 38) practiced sentence-combining exercises, a second group (n=42) practiced translating the same sentences from Japanese to English, and a comparison group (n=25) practiced timed-writing. Writing samples were gathered at three points across one academic year of writing course instruction and analyzed. Syntactic complexity was measured using five measures of syntactic complexity in line with recommendations by Wolfe-Quintero et al. (1998) and Norris & Ortega (2009): mean length of sentence, mean length of T-unit, mean length of clause, clauses per T-unit, and T-units per sentence.

Repeated measures ANOVAs and one-way ANOVAs were used to investigate the following research questions: (1) to what degree did the written syntactic complexity of participants in each group change across one academic year?, (2) in what specific ways did written syntactic complexity of participants in each group change across one academic year?, and (3) did practicing sentence-combining lead to significantly larger gains in syntactic complexity compared to other writing activities across one academic year?

The results indicated that the sentence-combining group made significant gains on mean length of sentence, mean length of T-unit, and T-units per sentence while the translation group made significant gains on only clauses per T-units and the timed-writing group made no significant gains on any of the measures across time. The results suggest that the sentence-combining group learned to lengthen and coordinate independent clauses while the translation group learned to use more subordinate clauses. Finally, there were significant differences between the sentence-combining group and the translation and timed-writing groups on mean length of sentence and T-units per sentence, indicating that the sentence-combining group learned to use more coordination than the other groups in the study. Overall, the results give support to Norris & Ortega's (2009) assertion that coordination and subordination emerge at the beginning and intermediate stages of proficiency. Furthermore, the results indicate that sentence-combining can hasten the development of complexity, at least in terms of coordination. The results will be discussed in terms of implications for the use of sentence writing activities to develop complexity in L2 writing.

The Effect of L2 Input and Cognitively Stimulating Tasks on Second Language Acquisition

General

Keywords: Input, SLA

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Abstract: Linguistic input is considered to be the most important prerequisite for the acquisition of a second language. Over the past decades, theories within a cognitive-interactionist framework have identified numerous aspects of L2 input and of the context in which the L2 is embedded and encountered, which provide cognitive stimulation during the acquisition process, induce widespread neural activities, and ultimately facilitate long-term retention. Among these are a high amount of rich and varied comprehensible L2 input with frequent repetitions, which are embedded in authentic topics with meaningful communicative goals, the activation of prior experiences and autonomous action-oriented problem-solving activities, multi-sensory learning, positive emotions, authentic interactions with an L2 speaker including various opportunities for the negotiation of meaning, form, and corrective feedback, raising awareness of linguistic elements within meaningful contexts (*Focus on Form*), and fostering learners' L2 output (Long 2015, Ellis & Shintani 2014, Böttger 2016). Even though these principles derive from well-established foreign language teaching frameworks, analyses have shown that they are used more frequently in bilingual L2 programs than in regular EFL primary programs (Bruhn & Kersten 2018). In a study of 210 children aged 3-6, Kersten et al. (in prep.) found that L2 input quality had significant effects on the learners' L2 lexical comprehension, and on the rate of development of their L2 grammar comprehension.

Elaborating on these findings, the current study investigates the impact of L2 input quality and of cognitively stimulating activities on the L2 acquisition of 195 primary school learners in bilingual and EFL primary programs. L2 input quality is operationalized using the *Teacher Input Observation Scheme* (TIOS, internal consistency $\alpha=.845$), which includes scales on *Cognitively Stimulating Tasks*, *Verbal Input*, *Non-verbal Input*, and *Support of Learners' Output*.

More specifically, the study focuses on the research questions: 1. *Does L2 input quality as operationalized in the TIOS predict lexical and grammatical L2 comprehension of young L2 learners of English?* 2. *Does the use of techniques and activities as operationalized in the TIOS differ between EFL teachers and teachers in bilingual teaching programs?* 3. *Does the relationship between the L2 input and L2 comprehension differ in EFL programs and bilingual teaching programs?*

To answer these questions, the TIOS was used to rate 18 videotaped lessons in EFL programs (8 lesson) and bilingual immersion programs (10 lessons) by two raters. Results yielded an interrater reliability of Krippendorff's $\alpha=.793$. L2 lexicon and grammar comprehension of $n=195$ students (aged 8-10) of the respective teachers (seven EFL-classes, $n=139$; five immersion classes, $n=78$) were tested with the help of the BPVS III and the ELIAS Grammar Test II.

Statistical analyses (correlations, multiple regression, and ANOVA) are currently being carried out. Preliminary results suggest that the model explains 42% of the variance of L2 lexical comprehension, and 35% of L2 grammar comprehension, and that, even when factoring in the program variable, each TIOS scale significantly predicts all L2 results, with Non-verbal Input exerting the strongest influence. Teachers in bilingual programs outperform EFL teachers in all scales.

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A longitudinal study of peer interaction in primary school EFL: how do patterns of L1 use interact with task type and proficiency?

General

Keywords: EFL, L1 use, primary school, task-based peer interaction

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Abstract: With the rise of communicative language teaching, peer interaction has become an established practice in foreign language classrooms, with many attested L2 learning benefits such as additional exposure to L2 input, opportunities for noticing form-meaning connections, provision of corrective feedback, and an increase in L2 fluency through pushed output (Mackey & Goo, 2007). With low proficiency EFL learners, peer interaction has been shown to be heavily dependent on L1 use not only as a compensatory strategy for scaffolding emerging L2 production but also as a cognitive tool to manage, organise and clarify task procedures and reflect upon meaning and problematic language forms in the L2 (Swain & Lapkin 2000; Alegria de la Colina & García Mayo 2009). The functions of L1 use in peer interaction appear to vary with task modality (Azkarai & García Mayo, 2014, among others) and proficiency level (DiCamilla & Antón, 2012, Pladevall-Ballester & Vraciu, 2017).

Most of the studies available to date on L1 use in peer interaction involve adult learners, and we have little empirical evidence on the role played by the L1 in child peer interaction. The present study aims at exploring how frequently and for which purposes the L1 is used by EFL primary school learners during task-based peer interaction and how such use develops over time. Data was collected twice through covered and uncovered spot-the-differences tasks and analysed taking time, task and proficiency pairing as mediating factors. Forty children were paired into mixed and matched proficiency dyads and tested when they were 8-9 and 11-12 year-olds. At the start of the study, L1 use was found to be present at very high rates and mainly provided lexical scaffolding to complete L2 utterances irrespective of dyad and task type. A stronger task effect than proficiency effect was found, with more L1 instances and lexical scaffolding when pictures were uncovered and more communicative scaffolding in the covered task. After two years, L1 use decreased considerably although learners continued to resort to it as a lexical scaffolding tool and in communicative scaffolding instances. Rates and functions of L1 use were found to be less task-dependent than at the onset of the study, whereas proficiency pairing strengthened as a mediating factor for L1 communicative scaffolding use, with mixed dyads negotiating for meaning in the L1 more than matched dyads. Switching between L1 and L2 allows learners to pool together their linguistic resources and co-construct meaning and, as such, becomes crucial for task completion at low-proficiency levels. We discuss the relevance of our findings for research on young language learners and their pedagogical implications for the primary school classroom.

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Developing a Visualization Strategy for Teaching Intonation

General

Keywords: SLA teaching, visualization techniques, stress

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Abstract: Teaching prosodic properties such as stress and intonation requires that they can be presented to learners in a form that helps them understand and adopt them in the target language. Over the past century, several different proposals for prosodic visualization strategies have been made, ranging from symbolic representations such as GAT2 (Selting et al. 2009) and TOBI (e.g. Grice et al. 2005) via abstract representations of general contours (e.g. hat pattern, cf. Isačenko & Schädlich 1970't Hart et al. 1990) to computer-generated F0 representations (e.g. Levis & Pickering 2004). While all of these have been employed in language teaching to some extent, it has not been studied which of these means provides learners with the most intuitive representations and which helps them to produce the target intonation contours best.

In a set of three studies, we have therefore compared common visualization techniques, tried to identify what qualities make one visualization more successful than another and developed and tested a new pattern. In particular, in a production study, we presented pairs of learners with six different presentation techniques from previous work and had them discuss the visualization techniques and subsequently produce target language sentences. On the one hand, we evaluated the learners' productions for correctness and consistency (see Niebuhr, Alm, Schümchen, & Fischer 2017: 252), on the other, we also identified learners' own sense-making strategies with respect to the different representations using a constructive interaction approach (Miyake 1982; O'Malley, Draper & Riley 1984).

In a second study, we used the most successful representations in a follow-up online perception study, where we focused on the role of the complexity of the representation (see also Schaefer et al. 2015) by presenting information about stress and intonation separately or together. The two studies together show that abstract intonation contours with stress information marked in the same representation yield the best results, for which we developed a new visualization strategy, whose positive effects we confirmed in a final production experiment.

In the current talk, we report our results from the three studies and present the visualization technique that was found to be the most suitable. In addition, however, we show that teaching stress and intonation has to take into account how learners make sense of prosodic categories themselves since these preconceptions may interfere with the information presented in the teaching material.

Using a conversation analytical approach to the constructive interaction sessions, the prosodic categories could be identified that the participants bring into the sensemaking of the teaching material. The results indicate that the participants do have a considerable repertoire of prosodic categories which they make relevant during their discussions of the different visualization systems. However, the labels they use do not always correspond to what they actually do in their own prosodic production and can thus create new problems that are not necessarily related to the respective visualization.

By better understanding the sensemaking activities the participants engage in, the findings of this study contribute to the evaluation and user-centered development of visual language learning material. At the same time, the results highlight the value of combining qualitative and quantitative analyses of learners' use of the visualization systems investigated.

When: 2019-08-29, 16:15 - 16:45, Where: B240

Analysing the L2 perception-production relationship longitudinally: evidence from native English university students' high rounded French vowels.

General

Keywords: Phonetics, Phonology, Second Language Acquisition

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Abstract: Bilingual speech models such as the SLM (Flege, 1995) and L2LP (Escudero, 2005) agree that learners' production of vowels in their foreign language (L2) is somehow constrained by their perceptual accuracy. However, the precise nature of this perception-production link remains unclear and few studies investigate this relationship longitudinally.

The present research addresses this gap by analysing data from 10 British English intermediate learners of French, before and after their second year of their French degree. These participants were instructed learners with little naturalistic exposure in contrast to the majority of studies in this field which focus on naturalistic learners.

This study analyses learners' ability to form separate phonological categories for the French vowels /y/ and /u/, both of which are known to assimilate to English /u/ (Flege, 1987). Vowel tokens (/y/, n=402; /u/, n=669) were elicited through L1-L2 oral translations, carrier phrases and word lists. During the second phase, participants also carried out a perceptual test which targeted their discrimination of naturally-spoken minimal pairs containing /y/ (n=150) and /u/ (n=150). In line with the aforementioned speech models, it was hypothesised that for each vowel, high accuracy in the perception task would correlate with extent of tongue advancement in production.

Acoustic analysis of vowel production data showed improvement across the time points in /y/ but not /u/. Perception data, however, revealed higher accuracy for /u/ than /y/. Furthermore, the extent to which an individual fronted their /y/ production was not correlated with accurate perception rates of the same vowel, /y/. Instead, it was found that, in fact, learners' perceptual accuracy of the contrasting vowel, /u/, correlated positively with the amount of /y/-fronting.

More broadly, this supports the notion that there is a link between perception and production but that this relationship is not so much intravocalic, but instead, between vowels that are contrasted phonologically, across the front/back dimension for example. These findings question the reliability of perception-production analyses of a segment in isolation and suggest that L2 phonological category formation occurs at a systemic level.

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When: 2019-08-29, 15:45 - 16:15, Where: B237

Word Recognition Training, Extensive Reading & Reading Comprehension

General

Keywords: Word Recognition, Extensive Reading, Reading Comprehension

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Abstract: As many previous studies have shown, extensive reading is an effective method for second language acquisition. Students seem to enjoy the freedom of reading what they like, but little research has investigated if there are more effective methods of teaching that can be incorporate with extensive reading to achieve better reading comprehension, the ultimate goal of teaching reading. There is also a dearth of instrumentation available designed to measure word recognition or reading comprehension in a longitudinal study with multiple test times.

This study is a one-year quasi-experimental study intended to investigate the effects of word recognition training on reading comprehension for L2 English learners. It is framed within the Verbal Efficiency Theory (Perfetti, 1985) which posits that word recognition is comprised of orthographic, semantic, and phonological knowledge, and that these are cognitively lower level processes. When such processes are automatized, the reader can then reallocate cognitive resources to higher level reading processes needed for reading comprehension such as schemata activation and general knowledge based on experience. Burrows and Holsworth (2016) found that students who received training in all three components of word recognition demonstrated positive gains in reading speed than those who did not, thus leading to better reading comprehension. In the current study, a total 219 first- and second-year university students from a private Japanese university took part in a longitudinal quasi-experimental study. Four treatment groups were created, that include (1) a control group that did intensive reading (grammar translation), (2) an extensive reading group, (3) a group that received word recognition training in addition to extensive reading, and (4) a group that did extensive reading, word recognition training, and timed-reading.

A series of statistical analyses were conducted using SPSS and Rasch analyses in order to answer the research questions of the study. Results indicate that although extensive reading does positively effect reading comprehension in English L2 participants, those who received word recognition training in addition to the extensive reading, had even more positive results. Although word recognition ability is composed of three low-level processes, after a series of ANCOVAs conducted phonological knowledge showed the greatest significant gains for those students who received word recognition training followed by semantic knowledge, and orthographic knowledge did not show significant gains. It was also found that those participants who received word recognition training (group 3 and 4) demonstrated the greatest improvement in overall reading comprehension, thus leading to the general conclusion that word recognition ability is not only a critical basis for reading comprehension ability, but that through specific practice, this training can have a positive influence on the rate of reading comprehension gain in L2 English readers.

The presentation will include a brief overview of the study, the various instruments that were designed to measure the components of word recognition, the different statistical analyses used to answer the research questions, and a brief summary of the results. In addition to this, the presentation will conclude with potential implications from the results, suggest possible changes to pedagogical approaches for second language reading instruction, and provide suggestions on how to improve the effectiveness of current approaches to extensive reading.

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The relative importance of four predictors of L2 reading comprehension: Evidence from Dominance Analysis and Relative Weight Analysis

General

Keywords: L2 reading comprehension, Dominance Analysis, Relative Weight Analysis

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Abstract: Research into predictors of L2 reading comprehension has traditionally relied on regression coefficients (Beta weights) to determine the relative importance of these predictors. However, language-related skills, including those predictive of reading comprehension ability, are often intrinsically correlated. In the presence of correlated variables, regression coefficients have consistently been shown to be poor indicators of predictor importance (Tonidandel and LeBreton, 2011). Dominance Analysis (Azen and Budescu, 2003) and Relative Weight Analysis (Johnson, 2000) were developed to evaluate relative importance in the context of correlated predictors. Despite emerging consensus for their superiority over traditional metrics of importance (i.e., regression coefficients), the techniques are yet to be used in L2 reading comprehension research. Consequently, L2 reading comprehension models may have underrated/overrated the importance of some predictors of L2 reading comprehension. In light of this, the purpose of this paper is twofold. First, it investigates, and ranks in order of importance, the contributions of four predictors of L2 reading comprehension: L2 grammar knowledge; L2 vocabulary knowledge; L1 reading comprehension; and L2 (real word and pseudoword) decoding ability. Second, the paper investigates, using real-world data, whether the relative importance of these predictors varies as a function of the analytic metric used (Beta Weights vs. Dominance Weights vs. Relative Weights). To this end, 212 ESL learners were assessed on 6 measures: L2 reading comprehension, L2 vocabulary knowledge, L2 grammar knowledge, L1 reading comprehension, and L2 (real word and pseudoword) decoding ability. Data obtained were subjected to three analyses: (a) a standard regression analysis; (b) Dominance Analysis; and (c) Relative Weight analysis in order to obtain the Beta, Dominance, and Relative weights of the predictor variables. Findings showed the following: (1) the predictor variables explained 64% of the variability in L2 reading comprehension ability; (2) the rank order of predictor importance varied as a function of the analytic metric used, with Dominance Analysis and Relative Weight Analysis being more capable of reducing the impact of collinearity, thereby providing a more accurate measure of variable importance; (3) according to Dominance and Relative Weights, L2 grammar knowledge emerged as the strongest predictor of L2 reading comprehension ability, followed by L2 vocabulary knowledge, L2 (real word and pseudoword) decoding proficiency, and finally L1 reading comprehension. By contrast, Beta Weights resulted in a different ordering of predictors' importance. The paper concludes by advocating the use of Dominance Analysis and/or Relative Weight Analysis to supplement standard regression analyses in reading comprehension and SLA research more generally. Implications for L2 reading theory, pedagogy, and assessment are discussed.

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L2 writing development during study abroad: An analysis of functional adequacy, self-efficacy and writing experiences.

General

Keywords: L2 writing, Functional adequacy, Study abroad

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Abstract: Study Abroad (SA) programs have typically been referred to as the optimal context for the acquisition of a second language (L2). Indeed, the majority of investigations on L2 acquisition in the SA context have reported positive gains in speaking skills (e.g. proficiency, oral fluency, accuracy), grammatical and lexical knowledge, listening, and pragmatic competences. However, very few studies have focused on L2 writing ability, and they have revealed mixed findings (for a review, see Sasaki, 2016).

To address this research gap, the present study explores L2 writing development during SA. Going beyond the traditional analysis of writing ability in terms of complexity, accuracy and fluency (CAF), it focuses is on the more holistic construct of *functional adequacy*. Functional adequacy involves an assessment of writing competence by furthering the linguistic parameters involved in CAF with the inclusion of a functional dimension, that is, task fulfillment (Kuiken & Vedder, 2017). Different scholars have emphasized the importance of functional adequacy as a key element of L2 proficiency (Pallotti, 2009). Nevertheless, empirical studies on functional adequacy to date have been limited to the foreign language context, and the question still remains as to the advantage of the SA context for the development of functional adequacy in writing.

Participants in this longitudinal study were 25 Catalan-Spanish university students participating in semester-long SA programs in different English-speaking countries. To further understand gains in functional adequacy, the study also examines the influence of students' perceived self-efficacy in L2 writing and their L2 writing experiences during the sojourn. To measure their functional adequacy, they were administered a pre-test and a post-test version of a writing task that was designed to ensure that it reflected a real-life purpose; they were asked to present in a 250-word essay their candidacy for an Erasmus+ selection process (in the pre-test) and for an internship at a company (in the post-test). Their essays were assessed using the functional adequacy scale designed by Kuiken and Vedder (2017), which includes four components (content, task requirement, comprehensibility, and coherence and cohesion) that are rated in a scale from 1 to 6. Additionally, the participants completed a questionnaire on self-efficacy in L2 writing both before and after the sojourn, and a survey of writing experiences in English, both of which were designed for the purpose of the present study and piloted with a population of the same characteristics. The questionnaire on self-efficacy in L2 writing was a Likert scale adapted from previous research (e.g. Pajares, 2007) which included 20 items related to the descriptors of the four dimensions assessed in the functional adequacy scale. As for the survey of writing experiences, it was a multiple-choice questionnaire based on previous studies (e.g. Kim, 2008), which included information about frequency and type of academic writing done during the sojourn, as well as on type of feedback received.

Preliminary analyses have revealed positive gains in students' functional adequacy in L2 writing, and also positive but smaller gain scores in their perceived self-efficacy in L2 writing. In addition, the analyses point towards an interplay among functional adequacy development, perceived self-efficacy in L2 writing and writing experiences, supporting previous studies that have found an association between confidence in L2 writing abilities and actual performance (Aula-Blasco, 2016). Final results will be presented and discussed in relation to previous research on L2 writing development and on the effects of SA contexts. The study is considered a novel contribution to both strands of research, providing relevant data for program planning decisions and for preparation of students going abroad.

The writing process of L2 Swedish by deaf L1 signers with focus on spelling

General

Keywords: spelling, deaf, sign language

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Abstract: There is a lack of studies on second-language writing by deaf people with a sign language as L1. The few studies to date have shown that 1) they exhibit grammatical structures similar to those of hearing second language learners (e.g. Schönström, 2014), and 2) they struggle with learning to write (e.g. Albertini & Schlyter, 2010). The fact that writing comes in a different modality complicates the task further, as most deaf children have no or limited access to spoken languages. However, previous studies on deaf L2 writing have focused on final products, rather than looking at the writing process.

This paper investigates the writing process of deaf children with Swedish Sign Language (SSL) as L1 and Swedish as L2, with a focus on spelling ability. The few studies to date have shown that spellings by deaf children are different compared to hearing children, but the relationship between degree of hearing loss, sign language ability and spelling ability remains unclear.

The aim of this study was to examine the L2 writing process in deaf children with SSL as L1 (N=7), and to compare their spelling and spelling pattern with other groups of writers (N=26) having different linguistic as well as hearing degree backgrounds. The latter group consisted of signing and speaking hard-of-hearing children, deaf children with cochlear implants (CI), and hearing children with and without knowledge of SSL, in order to examine similarities and differences across hearing degrees, languages and modalities. The keylogging tool ScriptLog (Writing Pro, 2018) was used, generating a massive amount of linguistic information in real time. The children's spelling behaviors were analyzed and categorized into different misspelling categories.

The results showed that both the hearing and speaking ability, and knowledge of SSL, together as well as separately, seemed to affect the Swedish spelling. Among the deaf children, a significant correlation between knowledge of SSL and choosing semantically incorrect words that look similar, such as *fantastisk* and *faktisk* (*fantastic* versus *actually*), was found. This may indicate a higher degree of relying on the orthographic form, which is in line with earlier research (e.g. Miller, 2010). Beyond knowledge of SSL, significant correlation was also found between speaking ability and spelling mistakes involving letter substitutions, such as *råta* instead of *rätta* (*rat*) or *seng* instead of *säng* (*bed*).

Finally, the most conspicuous result was a significant correlation between knowledge of SSL and morphological errors, regardless of hearing and speaking ability. The results showed that 87% of all signing children, including children with CI and children who were deaf, hard-of-hearing, or hearing with knowledge of SSL. A possible explanation could be that knowledge of SSL, which has a different morphological system, may affect their writing, causing any form of transfer to Swedish.

Taken together, the results revealed that their hearing/speaking ability and knowledge of SSL together, and respectively, will play a significant role for spelling patterns among all children, but also that Swedish as L2 makes semantic awareness more challenging for the deaf children.

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Task repetition across modalities as mediated by written corrective feedback and learner proficiency.

General

Keywords: Task repetition, modality, written corrective feedback

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Abstract: Task repetition (TR) has been widely studied in the oral modality for it is claimed to reduce learners' cognitive load when producing output and prompts them to engage in focus on form processes leading to increased performance in the second iteration of the task (see Ahmadian, 2011; Bygate, 1996, 2001, for notable examples). However, TR in writing has much less often been researched (see Nitta & Baba, 2014) notwithstanding previous suggestions regarding differential effects of TR across modalities (Manchón, 2014c) and, very importantly, the potential role written corrective feedback (WCF) may play in TR in writing has not received the due empirical attention. Also, it is still an empirical question whether TR effects are mediated by proficiency (Bygate, in press; Mojavezi, 2013). To advance research in these domains, our study focused on i) the effects of exact TR across modalities (oral/writing) in terms of CAF measures, ii) the effects of exact TR in writing with/without the availability of different types of WCF and iii) the potential mediating effects of proficiency.

66 participants at different proficiency levels (High n=31; Low n=35) were distributed in five experimental conditions i.e. oral (G1: H n=6; L n=8), writing (G2: H n=7; L n=8), self-correction (G3: H n=6; L n=5), direct WCF (G4: H n=6; L n=7) and indirect WCF (G5 H n=6; L n=7). All groups performed a decision-making task (day 1) and repeated the task a week later (day 8) under unlimited-time conditions. Additionally, G3, G4 and G5 completed an in-between session (day 4) where they were asked to analyse the WCF provided on errors in their compositions (G4 & G5) or to self-correct them (G3).

ANOVA tests conducted confirm previous findings concerning the beneficial effects of TR on fluency in the oral mode (Bygate, 2001) and predictions regarding the modality-dependency of TR effects (Manchón, 2014c). In writing, TR resulted in higher fluency (Nitta & Baba, 2014) and significant results were also found with respect to the beneficial effects of WCF on accuracy (Bitchener, 2012). Trade-off effects concerning fluency and accuracy were found when a form of WCF is provided and processed in combination with TR in writing, in connection with Skehan's claims (2009). However, no clear role for proficiency could be stated. Implications will be drawn and discussed.

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A quantitative investigation of direct and indirect CF in an EFL classroom: Increasing generalisability and bridging philosophical perspectives

General

Keywords: corrective feedback, grammatical accuracy, second language writing

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Abstract: Research suggests that written corrective feedback (CF) can contribute to developing grammatical accuracy in second language (L2) learners' writing (Bitchener, 2016). However, two issues must be addressed in order to understand the generalisability of these findings: philosophical approach and context (Ortega, 2012; Hyland, Nicolás-Contesa and Cerezo, 2016). CF research is often classified as coming from either a second language acquisition (SLA) approach or an L2 writing approach. SLA-approach studies tend to be controlled, e.g. focusing on a single error type and using writing tasks which elicit similar writing across participants (e.g. picture description tasks). While such control can reduce confounding variables, SLA-approach studies are criticised for lacking ecological validity (Storch, 2010). On the other hand, L2 writing-approach studies tend to use tasks which offer more freedom over topics. These studies may provide corrections on many (or all) errors. Comparability can be problematic, as participants' writing – and hence, their errors – can differ from one another. This means that corrections can be inconsistent across participants. Thus, while L2 writing research may be naturalistic, it can be criticised for lacking control. Bridging this philosophical divide can help clarify generalisability.

Context is the second issue affecting generalisability of CF research. Much CF research is conducted where English is a dominant language and/or with participants who have particular interest in English, e.g. studying English degree programmes (Hyland, et al, 2016). It is unclear how well findings of such research might generalise to populations in English-as-a-foreign-language (EFL) contexts, and to those whose interests lay elsewhere, e.g. science.

The current study addresses the philosophical divide by combining strengths of SLA and L2 writing approaches. Contributing rigour, the study applies a quasi-experimental design with a control group; contributing pedagogical applicability, participants were given freedom over their writing, and correction was neither singular in focus nor overly broad. The study addresses context by focusing on learners in an EFL setting: first-year university students in science programmes taking an English course as a requirement for graduation.

Working within a cognitive framework, this paper examines effects of direct CF (marking errors and providing corrections on learners' work) and indirect CF (indicating errors but not providing corrections) compared to a no-CF condition on the grammatical accuracy of Korean L1 EFL learners (n=90; low B1 proficiency) in university science programmes. Effects were measured with a pre-test, post-test 1 and 2, delayed post-test design. Participants selected a topic and produced four new writing samples over six weeks. Eight targeted errors were treated according to intervention group; the control group received feedback on content. Improvement was measured by mean numbers of errors per 100 words using a mixed ANOVA. Results indicate that the provision of CF can result in significantly increased grammatical accuracy of targeted features compared to a control group. Findings also indicate that indirect CF caused distress and was rejected by participants. The paper will also explore possible causes of the rejection of indirect CF, explain how it was dealt with, and suggest avenues of further research.

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The Performance of Students in Irish-medium Schools with low Socio-economic status in English Reading and Mathematics: Opportunities and Challenges

General

Keywords: low socio-economic status, Irish immersion education, performance rates

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Abstract: Irish immersion education (IME) although traditionally deemed as an advantage enjoyed principally by middle-class families where parents were a driving force of demand and promotion, has become increasingly available to a more diverse body of students throughout Ireland. Diversity takes shape mainly in the socio-economic, linguistic, ethnic and special educational needs of students from various backgrounds attending Irish-medium schools. While Irish-medium schools (IMS) remain a popular choice among parents (Kavanagh & Hickey, 2013), the profile of families choosing and schools delivering IME have seen significant change, not least in the area of socio-economic status (SES). Thirteen Irish-medium primary schools situated in designated areas of disadvantage throughout Ireland are part of the DEIS (Delivering Equality of Opportunity in Schools) action plan for educational inclusion. The acronym DEIS itself being the Gaelic word for opportunity.

A recent study carried out by the Institute of Education, Dublin City University and the Educational Research Centre, Dublin, investigated the achievement rates of students in DEIS IMS in comparison to their peers in English-medium schools. Standardised tests in English Reading and Mathematics were administered to a population sample of 523 students in 3rd and 6th across all schools. Scores of low SE students in IMS were compared to national DEIS scores (Kavanagh et al, 2015), allowing for comparisons in achievements to be made but also for the identification of the benefits of bilingualism, such as performance and outcomes in English reading and the challenges met by DEIS IMS, where students often have poor levels of acquisition and competencies in their first language (English). Scores were calculated individually for each school enabling the study to recognise those schools with the lowest scores, greatest challenges and largest concentrations of students with learning difficulties. A research questionnaire was administered to all schools in the sample where four representative schools took part in focus group interviews comprising of class teachers and special education teachers and individual interviews with the school principal.

The paper aims to present quantitative data on the performance rates of low SES students in IME and to discuss implications for diversity and inclusion in immersion education. It will also aim to present qualitative data on teacher and principal perceptions further highlighting the opportunistic yet challenging nature of the IME DEIS environment. Findings will reveal how immersion learners of Irish as a second language are faring in English reading and mathematics in comparison to their peers of similar socio-economic status attending English medium education and will make recommendations on how the findings inform current practices and policies in relation to diverse L2 learner profiles in immersion education. It will argue that immersion education is attainable regardless of background, ability or socio-economic composition, given that specific linguistic, economic and special education needs are considered, and that appropriate language and learning supports and approaches to assessment are implemented.

Language learning from consistent and inconsistent input: Is there a bilingual advantage?

General

Keywords: bilingualism, statistical learning, input

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Abstract: Bilinguals often outperform monolinguals in statistical language learning (Bartolotti et al., 2011; de Bree et al., 2017; Wang & Saffran, 2014). Recent work suggests that this bilingual advantage in statistical learning is especially prominent if the input contains inconsistencies (de Bree et al., 2017; Poepel & Weiss, 2016), which might be due to bilinguals' enhanced cognitive control abilities. The current study aims to test (i) whether bilinguals' advantage in statistical learning is stronger when the input is inconsistent than when it is consistent and (2) whether any bilingual advantage found is due to enhanced cognitive control. Children and adults were investigated to see if the same patterns were found across age groups.

In Study 1, 21 Dutch monolingual and 20 (Dutch+other language) bilingual 7- to 10-year-olds were tested on non-adjacent dependency learning in two statistical learning experiments. In the first experiment, the input presented was fully consistent, while, in the second experiment, the input contained inconsistencies in 14% of the trials. Children's learning of the dependencies was assessed in a forced-choice selection task in a test phase presented immediately after the training phase. To assess cognitive control, a flanker task was administered. Linear mixed-effect logistic regression analyses showed that the bilingual children outperformed the monolingual children in the consistent input experiment, but not in the inconsistent input experiment. Furthermore, both groups performed above chance level in the consistent input experiment, but not in the inconsistent input experiment. While cognitive control positively predicted children's statistical learning performance in the consistent input experiment, it did not explain bilinguals' improved performance.

In Study 2, 23 monolingual and 19 (Dutch+other language) bilingual adults performed the same experiment as in Study 1 and a cognitive control task (Trail Making Test). Linear mixed-effect regressions showed that the bilinguals outperformed the monolinguals in the inconsistent input experiment, but not in the consistent input experiment. Furthermore, both groups performed above chance level in the consistent input experiment, but only the bilingual group performed above chance in the inconsistent input experiment. As in Study 1, differences in cognitive control positively predicted participants' performance, but did not account for the effect of bilingualism on statistical learning.

Taken together, these results support earlier work showing effects of bilingualism on statistical learning. They crucially indicate, however, that such effects may vary with age and the type of input presented, and are not confined to learning from inconsistent input, as has been suggested earlier (de Bree et al., 2017; Poepel & Weiss, 2016). Finally, the current results suggest that differences in cognitive control, at least as assessed in this study, do not account for bilinguals' improved statistical learning.

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Assessing multilingual approaches to early foreign language teaching: A longitudinal study

General

Keywords: multilingualism, early foreign language learning, achievement

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Abstract: Recent research found that bilingual students, i.e. students who grow up speaking a heritage language other than the societal majority language, enjoy benefits over monolingual peers in early foreign language (FL) learning (e.g. Hopp et al., 2018; Maluch et al., 2015). In these studies, bilingualism positively impacted FL skills along with other linguistic, social and cognitive variables, with vocabulary size in the heritage language (HL) and phonological awareness boosting English performance in particular.

In this talk, we present findings on the efficacy of a multilingual teaching approach to early English as a foreign language (EFL) in German primary schools. Based on the two success factors identified in prior research, i.e. large (HL) vocabulary size and metalinguistic awareness, we developed a model of language (learning) awareness. This model specifies learning goals, tasks and teaching materials that explicitly target these dimensions and embed them organically in a FL context by adapting a widely used textbook (*Playway*, Gerngross, Puchta, & Becker 2013).

We implemented these tasks and materials in a control-group design at four German primary schools over six months in fourth grade. The experimental group received English lessons including references to other languages and phonological awareness tasks; the control group received the same lessons without these elements in an English-only format. The fourth-grade students had had two English lessons per week since Grade 3. In a pre-post-test study, 128 students were tested on vocabulary and grammar skills as well as phonological awareness and background factors before and after the 6-month intervention. In addition, we administered tests targeting specific grammatical phenomena (wh-questions, adverb placement) that were taught with (experimental group) or without reference to other languages (control group).

Preliminary findings from the pre-post-test study show no differences between the experimental and control groups in general English skills, although groups differed in phonological awareness. However, the specific tests reveal statistically significant learning advantages on grammatical phenomena of the experimental over the control group. These findings indicate that a teaching approach that includes references to previously learned languages engenders additive learning gains for specific grammatical aspects of English that differ from other languages. Such gains manifested for both monolingual and bilingual students. For general vocabulary and grammar skills, including multilingual aspects did not yield any (dis)advantages in English, even though comparatively less time-on-task was available for English.

Considering the trade-off between a focus on multilingual and awareness tasks and a focus on FL-only tasks in the classroom, the results indicate that integrating multilingualism and heritage languages in early FL teaching does not come at the expense of English skills. On the contrary, they suggest that a longer and consistent provision of multilingual FL lessons may even yield advantages over FL-only tuition and boost metalinguistic awareness. In the talk, we outline the model of multilingual FL teaching, and we discuss the findings on its efficacy in the context of the debate about bilingual advantages in foreign language acquisition.

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Comprehending stories in early L2 Swedish: a study of Swedish-Turkish children aged 4-7

General

Keywords: narratives, early L2, vocabulary

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Abstract: When learning to tell stories, children not only need to describe story events, but also infer, verbalize and explain story characters' thoughts, emotions and intentions. Yet the latter are rarely spontaneously produced in the fictional narratives of preschoolers (Shapiro/Hudson 1991; Trabasso et al. 1992). Researchers agree that comprehension of a narrative schema is a prerequisite for telling a story, and that story comprehension develops substantially during the late preschool and early school years (age 4-9). Story comprehension skills are also linked to children's cognitive development (inferencing, Theory of Mind). A number of recent studies have explored story comprehension in bilingual children (Bohnacker 2016; Lindgren 2018; Maviş et al. 2016) and found significant increases in comprehension between age 4-5 and age 6-7. Here, we report results from a large-scale study of Swedish-Turkish bilinguals, focusing on their story comprehension in early L2 Swedish.

The participants were 100 Turkish-Swedish bilingual 4-7-year-olds growing up in Sweden. The home environment was predominantly Turkish. 27% had been exposed to both languages from/soon after birth; 73% were sequential bilinguals (early L2 learners of Swedish). All children had attended Swedish-medium preschool for at least two years, and many had done so since age two. Two picture-based narrative tasks, Cat/Dog and Baby Birds/Baby Goats from the Multilingual Assessment Instrument for Narratives (MAIN; Gagarina et al. 2012), were used to elicit oral narratives and answers to standardized comprehension questions. These questions specifically probed the understanding of story characters' goals and emotions. The children were also tested on the Swedish version of the Cross-Linguistic Lexical Task (CLT, Haman et al. 2015), a set of vocabulary tasks assessing noun and verb comprehension and production. (The same type of narrative and vocabulary data was collected in the children's L1 Turkish as well.)

L2 Swedish comprehension scores at age 4 were generally low. Congruent with the literature on other populations, we found clear age effects, and story comprehension was at a high level at age 6-7. However, the scores for one of the narrative tasks were significantly lower than for the other, indicating that the task chosen influenced children's performance, even though both MAIN tasks used seemingly identical comprehension questions. The children's vocabulary scores were a significant predictor of story comprehension scores. As there was much individual variation, especially among the younger children, we explored exceptionally high- and low-scoring children in detail. Here we found that in addition to age and vocabulary knowledge, language input and use in and outside the home were central to understanding the children's results.

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Teachers' conceptions of possibilities and challenges with translanguaging pedagogy over the course of four years

General

Keywords: translanguaging, pedagogy, Phenomenography

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Abstract: Teachers' conceptions of possibilities and challenges with translanguaging pedagogy over the course of four years. This study investigates the conceptions of possibilities and challenges among four middle school teachers of the use of translanguaging in classroom (Williams 1996). Translanguaging refers to teachers' deliberate use of students' multilingual resources to promote students' knowledge development, their language development and identity formation as competent multilingual individuals (García 2009). The four participants of this study were the first teachers at a school with a monolingual teaching norm to start using their students' multilingual resources in classroom. The school had 96 % multilingual students, i.e. students with another first language than the majority language, Swedish, and was at that time involved in a research project (Lindgren, Svensson & Zetterholm 2015) in order to ameliorate the students' unsatisfactory levels of learning outcomes and grades.

The present study focuses on the four teachers' conceptions of possibilities and challenges in using translanguaging pedagogy over a period of four years with students of a migrant background aged 8-12. The aims are twofold: a) to map the teachers' conceptions of the possibilities and challenges in introducing translanguaging pedagogy at a school where the monolingual norm still prevailed, and b) to map their conceptions four years later, following the successful implementation of translanguaging pedagogy at the school.

The research questions are: What conceptions about using multilingual resources in education can be discerned in interviews with the teachers? Do these conceptions change over time, and if so, how do they change? The data consists of interviews with the teachers with a time interval of four years.

The study has a phenomenographic design (Marton 1978) with a qualitative analysis starting from the phenomenon *the use of students' mother tongues as a resource in teaching*. The phenomenographic method concentrates on how reality is conceived as beliefs and conceptions, *the perspective of the second order*, and is about meaning and tenor and not true or false. According to the phenomenographic method, interviews are repeatedly and carefully analyzed to construe categories around conceptions (Uljens 1981; Krokmark 2007). In the present study the conceptions were construed as the categories *possibilities* and *challenges*.

The results reveal a variation between the teachers but with some overall common conceptions. At the outset, teachers' conceptions of possibilities focused on how to cope with their students' poor learning outcomes. Four years later, teachers' conceptions related to their students' lifestyles in Sweden as a diverse society. The conceptions about challenges were at the outset problems how to cope with the monolingual norm in school and the organization of an equivalent education, but four years later the teachers conceive the challenges more to be about how to contribute to a fair future for the students in a globalized world.

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Migrant Students' Reading in their First Two Years of Mainstream Education

General

Keywords: reading, immigrant students

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Abstract: Since 2015, increased numbers of newly migrated students in Germany's decentralized education system have led to different, often ad-hoc measures to provide for their adequate education. Regardless of schooling model, the primary goal of education for newly arrived immigrants is to provide enough support so that students can be successfully integrated into mainstream education – i.e. reach, as quickly as possible, academic levels achieved by non-immigrants. Since the basis of classroom learning constitutes information provided through written texts, the development of grade-level reading skills is of central importance to achieving this goal. Recognizing reading as paramount, many states set specific goals for students to attain before entering mainstream education. Such goals are, however, not only arbitrary, as they lack empirical evidence supporting the view that a certain reading level is adequate to comprehend texts encountered in school; they are also not compulsory for entry into mainstream education (Gill et al., in print). Compounding the problem, there is a notable dearth of research on immigrant students' reading skills at and following transition in Germany.

The present study thus aimed to investigate migrant students' reading skills directly after transition into mainstream and over the course of their first two school years in order to provide some estimation of their progression. Since students are expected to catch up to their mainstream peers, autochthonous students were investigated as a comparison group.

We report on the results of a study carried out in 15 schools, in which migrant students' ($n = 135$) L2 reading skills were compared with cohort performance ($n = 516$) in Grades 7 and 8. The states of Bremen and Hamburg were chosen for the study as they have similar integration practices and move students from primarily German as a Second Language classes to full integration in the mainstream after one year. In addition to comprehensive questionnaires on individual education and language background, students completed standardized reading tests with measures of reading comprehension and reading fluency in their first year of mainstream schooling in September and June as well as non-standardized reading comprehension tests focusing on the subjects Biology (September and March) and German (December and June). Students were retested on these measures in June of the following year. Supporting, in-depth quantitative and qualitative data was gathered from six students.

Data were analysed with general estimating equations (GEEs). Results showed a main effect for group, with immigrant students performing between 1.1 and 1.7 standard deviations below mainstream students on all measures for all data points, and little to no evidence that immigrant students were beginning to close the gap to their mainstream peers even after two years of mainstream education. We discuss the quantitative results in detail, support these with qualitative findings and review their implications for research and classroom practice.

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Gill, Christian, Marx, Nicole, Reichert, Marie-Christin & Bettina Rick (in print, 2019). Der Unterricht von Deutsch als Sprache der Bildung in Vorbereitungsklassen. Ein curricularer Vorschlag für die Sekundarstufe I. *Deutsch als Fremdsprache*.

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Full transfer in L2 and L3 acquisition: Wholesale or property-by-property?

General

Keywords: wholesale vs property-by-property transfer, parsing, L2/L3

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Abstract: The discussion from the 90s of the initial state in L2A has returned to the field as a question of wholesale vs. property-by-property transfer in L3A. We will contribute to this debate, providing arguments against the former and for the latter position.

According to Full Transfer/Full Access (Schwartz & Sprouse 1996), L2A entails making a full copy of the L1 in the brain at the initial state and then subsequently reconstructing the copied grammar based on parsing failure. The original rationale for this was that reconstruction should not affect the L1, and there is some indication in the L2 literature that this was interpreted as an abstraction, not an actual neuroanatomical process (White 2003). The latter interpretation has re-appeared in one model of L3A, the Typological Primacy Model (Rothman 2015), with economy as the theoretical motivation. This model also assumes a fundamental distinction between (representational) transfer and crosslinguistic effects (temporary bleeding of one language into the other). However, we argue:

Numerous studies show that all languages of a bilingual are always active (Kroll & Bialystok 2013). Thus, there is no need to make a copy of the L1, which can be accessed directly. Recent studies also show that there are shared networks for processing the L1/L2 (Del Maschio & Abutalebi 2019).

The language learning mechanism is able to make fine distinctions in L1A (Westergaard 2009). Current L2A theory has demonstrated that L2 learners do the same (White 2017).

Rothman et al. (2019) concede that initial surface influence as well as secondary transfer may take place property-by-property (before and after wholesale transfer), possibly also in L4A. Thus, there must be principled distinctions between the stages (economy only applying at the initial stages) and also between L2/3A and L4A. In our view, there is no independent motivation for these distinctions.

Given such distinctions, we contend that wholesale transfer becomes empirically unfalsifiable.

Based on ideas formulated in two other models of L3A, the Scalpel model (Slabakova 2017) and the Linguistic Proximity Model (Westergaard et al. 2017), we argue that L2/LnA is **learning by parsing** (like L1A, only with more resources available). There is no need to assume a fundamental difference between transfer and crosslinguistic influence; instead, learners parse L3 input, using their previously acquired languages in cases of structural similarity, thus gradually building representations, which become stable with increased use. Furthermore, we introduce the concept of **Full Transfer Potential**, meaning that “anything may transfer”, not that “everything does transfer”. In the talk, we will also provide some empirical evidence for our claims.

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Cognitive restructuring in the multilingual mind: the role of long-term L2 and short-term L3 exposure in expressing and conceptualizing caused motion

General

Keywords: thinking-for-speaking, motion event cognition, cross-linguistic influence

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Abstract: Languages differ typologically in motion event encoding (Talmy, 2000). Furthermore, the cross-linguistic variations in lexicalization modulate ongoing cognition in a flexible and task-dependent manner (Slobin, 1996). Evidence suggests that learning a new language means internalizing a new way of thinking and the L1-specific “thinking for speaking” is subject to change due to variations in individual learner’s trajectories such as age of acquisition, language proficiency and frequency of language use (Jarvis & Pavlenko, 2008).

This study expands the sphere of event cognition from bilingualism to multilingualism and takes a first step in investigating how speakers of three typologically different languages (Cantonese, English and Japanese) gauge event similarity in the domain of caused motion, that is, the motion of an object is caused by an external force exerted by the agent (e.g., ‘He pushed a trolley into the room’). English motion description (satellite-framed) regularly encodes manner of cause (e.g., push, pull) in verbs rather than path (e.g., up, down), whereas Japanese (verb-framed) does the opposite. Meanwhile, Cantonese (equipollently-framed) incorporates both satellite-and verb-framing properties by using disposal and subordination construction. The present study examines whether, and to what extent, the acquisition of an L2-English in childhood and an L3-Japanese in adulthood affects the lexicalization and conceptualization patterns established in L1-Cantonese adult speakers. It also ascertains how selected individual differences underpin the restructuring process.

Participants (N=150) were native controls of each language, Cantonese-English bilinguals, and Cantonese-English-Japanese multilinguals with varying degree of English and Japanese proficiency (30 in each group). All were university students. Multilingual speakers were recruited from Hong Kong where Cantonese and English are the official languages. Speakers usually start the L2 learning before the age of six and choose an L3 as a Major or Minor when entering university. Specifically, a cartoon based test was specially designed for the study, with a verbal encoding task and a triad matching task administered by the software Superlab 5.0. In the verbal encoding, monolinguals were instructed to narrate “what happened” in the target event using their native language whereas bi-and multilinguals were instructed to narrate in their L1-Cantonese. Then participants moved on to the subsequent similarity judgment task where they need to decide which alternate (manner-match or path-match) was more similar to the target event. Participants were instructed that the stimuli were presented in a synchronized order: the target video appeared first followed by it two simultaneous alternates playing side by side. They need to make their choice as soon as possible as their reaction time of the decision-making process was recorded.

Results demonstrated when categorizing caused motion, participants of each group showed a tendency of being path-oriented in overt selection regardless of the language background (explicit processing). However, the analysis with continuous measurement of reaction time revealed significant differences in event conceptualization which can be associated with typical semantic-conceptual structures in each language (implicit processing) and presented a mixed influence from L2-English and L3-Japanese on L1-Cantonese, which indicated a process of convergence of three languages in the multilingual mind. The mixed-effect model further reported the degree of restructuring was associated with language proficiency, frequency of language use and the amount of exposure to the L2/L3.

The study suggests that participants may draw on their linguistic knowledge as a strategy when doing cognitive tasks and provides evidence for cognitive restructuring in the multilingual mind within the framework of *thinking-for-speaking*.

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The Orthography-Morphology Interface: Are L2ers Aware of Morpho-Graphic Regularities in the Spelling of Novel Words?

General

Keywords: Morpho-graphic spelling, morphology, orthography

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Abstract: Recent masked priming studies have suggested that L2 speakers rely more heavily on orthography during written word recognition, while L1 speakers primarily use morphology (e.g., Heyer & Clahsen, 2015; Li, Taft, & Xu, 2017). The English spelling system provides an interesting test case to further investigate the interface between morphology and orthography: It is ‘morpho-graphic’ (Berg & Aronoff, 2017) in that affixes are spelt in a consistent way (e.g., ‘ous’ for word-final /əs/ in adjectives such as *famous*) that distinguishes them from homophonous word endings without grammatical function (e.g., ‘us’ for /əs/ in nouns such as *bonus*). Importantly, these regularities are not usually taught explicitly (neither in the L1 nor in the L2 classroom) and spellers have to induce these regularities from the input. As recently demonstrated by Ulicheva, Harvey, Aronoff and Rastle (in press), L1 English speakers are indeed aware of these regularities, applying them in word categorisation and the spelling of novel words. The present study investigates if L2 speakers, who have been exposed to the English writing system for a shorter time and thus have had less input from which to induce morpho-graphic spelling regularities, are also aware of these spelling regularities and apply them to novel word spelling.

Forty-two L1 and forty-six L2 English speakers were asked to spell novel words ending in /əs/, which were presented orally in either an adjective context (i.e., biasing towards the affix spelling ‘ous’, see (1)) or a noun context (i.e., biasing towards an alternative spelling such as ‘us’, see (2)).

(1) Adjective context: This is Amy. She is **very** /krədəs/ → ‘cradous’

(2) Noun context: This is Amy. She is **a** /krədəs/ → ‘cradus’

Generalised linear mixed-effects analyses show a main effect of Context (adjective vs. noun; $z = -3.27$), yet no interaction between Context and Group (L1 vs. L2; $z = -0.14$) with respect to the production of ‘ous’ spellings. Instead, participants’ spelling ability modulated the effect of Context ($z = 2.76$), with better spellers (irrespective of native language) producing more ‘ous’ spellings in the adjective compared to the noun context, indicating that participants were more likely to apply morpho-graphic spelling regularities to novel words to mark the appropriate syntactic category (adjective vs. noun) when they were better spellers overall.

In conclusion, while the present study shows that both L1 and L2 speakers are implicitly aware of morpho-graphic spelling regularities, the degree to which they use more ‘ous’ spellings in adjective contexts depends on individual differences (i.e., spelling ability). Despite the fact that L2 speakers have had less exposure to the English spelling system, they nonetheless master the implicit rules, indicating that orthography plays a crucial role in L2 acquisition and processing. In instructed L2 acquisition, learners are exposed to written forms from the beginning, thus giving them a head-start in consolidating orthographic representations within lexical entries and in noticing morpho-graphic spelling regularities, while, in L1 acquisition, the orthographic representation is added later.

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The effect of emotion on spelling performance in L2 French

General

Keywords: grammatical spelling, expert errors, emotion

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Abstract: The existing studies on the impact of emotions in L2 learning and acquisition have mainly focused on the impact of emotion on learning conditions and situation in a language class/in guided L2 learning (i.e., negative emotion: anxiety, Horwitz, Horwitz, & Cope, 1986; positive emotion: pleasure of learning, Dewaele, Witney, Saito, & Dewaele, 2017). In the present study, we do not explore this question, but we evaluate the influence of negative emotion on some results of L2 learning: L2 grammatical spelling performance. The effect of emotion on spelling performance has mainly been investigated in L1 French primary school children learning to read and write (e.g. Soulier et al., 2017). However, it remains unexplored in L2 spelling acquisition, whereas L1 and L2 writers differ on their cognitive strategies (Gunnarsson-Largy, Dherbey & Largy, 2019).

L2 writers spend more time and attentional (cognitive) resources on spelling, grammar and vocabulary than L1 writers (e.g., Barbier, 1998). Based on the idea that managing a sad emotional state mobilise attentional resources (Ellis & Moore, 1999), we therefore hypothesised that the spelling production of adult learners of French L2 would be more impacted by emotion than L1 French adult writers. To test our hypothesis we set up an experimental protocol, a dictation task, testing subject-verb agreement in different syntactic conditions where the verbal morphology is silent or audible.

Ex 1. *Les petits du lapin sautent*(silent)

Ex 2. *Les petits du lapin vivent*(audible)

Furthermore, half of the sentences were designed to possibly induce an agreement error in spelling as the writer automatically tends to agree the verb to the closest noun (e.g. Fayol, Largy et Lemaire, 1994).

These sentences were then recorded and presented to the participants in two randomized lists (72 sentences) in three different emotional induction modalities: *Without*, *Neutral* and *Sad*. The emotion was induced by pretested classical music 30s. extracts following the procedure of Soulier et al. (2017). In the *Without* modality there was of course no music, but in the *Neutral* and the *Sad* modalities the music was on all the time, but with lowered volume, when the recorded sentences were read to the participants.

The protocol was submitted to 70 participants all studying at a university in France, 30 L1 French adults (control group) and 40 L2 French adult learners with different L1s (C1 level).

Our results show (see also Gunnarsson-Largy & Largy 2018), as hypothesized, a negative impact on subject-verb agreement of the sad music in the sentence condition aiming at inducing agreement errors in the L2 learners but not in the L1 group. Furthermore, we made the unexpected observation that L2 learners produce not only verb agreement errors, but they also change the grammatical number of the noun where the transformation of the noun's article clearly indicates the number (eg. *Le petit du lapin saute* instead of *Les petits du lapin sautent*).

Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans

General

Keywords: Language contact, phonetics, Spanish

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Abstract: In this paper, we focus on a unique bilingual community in Patagonia (Argentina) where Spanish and Afrikaans have been in contact for over a century. Although the members of this community are Afrikaans-L1, they have been L2-Spanish dominant for most of their lives (40-50 years), allowing us to investigate the relative importance of L1 vs. L2 dominance in cross-language interference. We study the realization of two lenition (i.e., consonantal weakening) phenomena that pattern differently in Spanish and Afrikaans. In intervocalic position, Spanish voiced plosives /b d g/ regularly lenite to spirants/approximants, whereas voiceless plosives /p t k/ are subject to a lesser degree of variable lenition [4]. There is no evidence in the literature for intervocalic lenition in Afrikaans. Following [4], we operationalize lenition in terms of constriction duration (shorter \approx more lenition) and the intensity ratio of the consonant to the following vowel (higher ratio \approx more vowel-like \approx more lenition).

We conducted sociolinguistic interviews with 14 Afrikaans-Spanish bilinguals (in Afrikaans and Spanish), and 10 each monolingual Spanish and Afrikaans controls. From each interview, we labeled 40 intervocalic /p t k b d g/ for Spanish, and /p t k b d/ for Afrikaans (which lacks /g/). We extracted constriction duration (ms) and CV ratio (dB) for these tokens.

The results are summarized in Figures 1 and 2, and are confirmed by mixed-effect modelling. Monolinguals pattern as expected with more lenition in Spanish than Afrikaans. Figure 1 shows that bilingual speakers realize /p t k/ in both Afrikaans and Spanish similar to Spanish monolinguals, providing evidence for L2-to-L1 influence. Figure 2, however, shows that the bilinguals realize /b d (g)/ similar to Afrikaans monolinguals in their Afrikaans, and to Spanish monolinguals in their Spanish, suggesting no interference. The two lenition processes thus show different transfer effects, suggesting that they are not directly linked.

We ascribe the strong L2-to-L1 interference patterns for the voiceless plosives to differences in the nature of the two lenition processes. Spanish /b d g/ lenition results in a category change (plosive to spirant/approximant), whereas /p t k/ lenition is category internal (resulting in less prototypical voiceless plosives). Since Afrikaans contrasts voiced plosives and spirants/approximants, we hypothesize that bilingual speakers are less likely to transfer the /b d (g)/ lenition from L2-Spanish into L1-Afrikaans, since it may result in collapsing the plosive vs. spirant contrast.

We further interpret the L2-to-L1, rather than L1-to-L2, interference as a result of language dominance. Although Afrikaans is the L1 for the bilingual speakers, they have been L2-Spanish dominant for the majority of their lives (due to language shift in the community). Our research shows that understanding L1-L2 interference requires a holistic approach, including information about language usage patterns in the community, as well as the phonetic/phonological structure of the sound inventories of the two languages involved.

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Figure 1: Plot of consonant duration and CV ratio means for each speaker group, for Afrikaans and Spanish /ptk/.¹

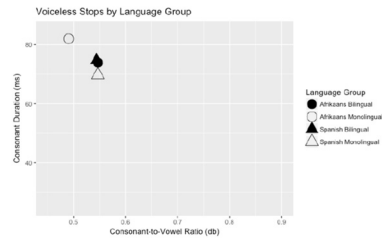
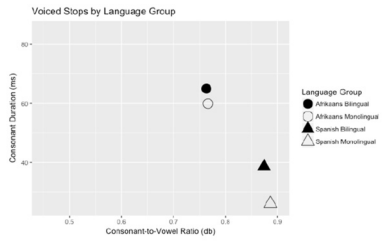


Figure 2: Plot of consonant duration and CV ratio means for each speaker group, for Afrikaans and Spanish /bdg/.



Predictive power of a language test and personality traits on L2 speech productivity, complexity, accuracy, and fluency

General

Keywords: Language test, Personality, L2 speaking performance

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Abstract: Language tests are often considered sufficient to predict second language (L2) speaking performance. With the increasing use of English as an international language, English test scores have been employed to predict learners' potential English speaking performance, although some tests do not include speaking sections. While this issue should be discussed in the scope of test validity, it would also be important to explore other factors that could predict L2 speaking performance more successfully than such English tests to cover the gap. Other academic fields have taken this type of challenge. Psychological studies on learners' personality, which has not sufficiently been considered in L2 research (Dörnyei & Ryan, 2015), have shown that personality traits can rival human intelligence (e.g., IQ scores) in predicting academic performance (e.g., Chamorro-Premuzic & Furnham, 2008; Poropat, 2009; Rosander, Bäckström, & Stenberg, 2011). Although personality could also be a strong predictor of L2 speaking performance (Dewaele & Furnham, 2000), the number of related studies is still scarce. Therefore, this interdisciplinary study compares an English test with personality traits on the extent to which each of them predicts English speaking performance.

The participants were 60 Japanese EFL undergraduates. The data collection involved an English test, a questionnaire on personality traits, and an English speaking task. The English test was a sister product of a widely used computerized adaptive test in Japan. While the test measures knowledge of vocabulary and phrasal expressions and listening abilities based on the item response theory, it does not have any speaking sections. The 5-point scale questionnaire on personality traits was based on the five-factor model (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism; Costa & McCrae, 1992). The speaking performance data elicited via a picture narrative task were analyzed through a comprehensive set of eleven objective measures covering productivity, complexity, accuracy, and fluency. Multiple regression analyses with the stepwise method were conducted.

Table 1 summarizes four major findings on these measures of speaking performance: (a) three were only predicted by the personality trait (see outcome variables #4, #6, and #11), (b) four were only predicted by the English test (#1, #3, #5, and #7), (c) two were predicted by both the English test and the personality trait (#8 and #10), and (d) two were not predicted by any variables of this study (#2 and #9).

This proposal focuses on the finding (a). First, the more conscientious language learners are, the less the number of words is included in each clause (#4). One possible interpretation is that careful learners, who are unwilling to take risks, tend to use simpler clauses with fewer modifiers. Second, the more conscientious learners are, the more frequently they use general vocabulary items listed in the General Service List (#6), as they are probably perfectionistic enough to avoid using unfamiliar words. Third, the higher trait anxiety learners experience, the more frequently they try to self-correct or restart their utterance (#11). Due to stronger fear of making mistakes, they might try to come up with more appropriate speech (e.g., *the husband is...no, the mother is worried about her baby*). Most importantly, learners' use of simpler clauses, more general vocabulary items, and more frequent self-repairs may not be determined by their English proficiency levels as measured by a language test. The other measures will also be discussed in the presentation with methodological limitations caused by the picture narrative task.

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Table 1

Results of Multiple Regression Analysis Predicting English Speaking Performance

Outcome variable		Significant predictor variables ^a			
		Variable 1		Variable 2	
			β		β
					R^2
					Adjusted R^2
Productivity					
1. Total number of words	English test		.33	n/a	.11
2. Total number of AS-units	n/a			n/a	.10
Syntactic complexity					
3. Clausal complexity	English test		.41	n/a	.17
4. Phrasal complexity	Conscientiousness		-.32	n/a	.11
5. Sentential complexity	English test		.43	n/a	.18
Lexical complexity					
6. Percentage of the first 2,000 words of the General Service List	Conscientiousness		.30	n/a	.09
7. Lexical density	English test		-.41	n/a	.17
8. Count index lexical complexity	English test		.35	Openness	-.26
Accuracy					
9. Weighted clause ratio accuracy	n/a			n/a	.18
Fluency					
10. Words per minute	English test		.48	Openness	.29
11. Percentage of dysfluency word	Neuroticism		.29	n/a	.34
					.08
					.31
					.07

Note. ^a $p < .05$

Analysis of the suitability of pop music for incidental EFL vocabulary learning

General

Keywords: Vocabulary Acquisition, EFL, Incidental Learning

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Abstract: It is widely accepted that vocabulary is central to foreign language comprehension and use. Therefore, learners must spend considerable time learning vocabulary, be it deliberately or incidentally. Learning vocabulary deliberately involves making a conscious effort and focusing on vocabulary acquisition tasks, while incidental vocabulary learning refers to learning vocabulary as a by-product of non-vocabulary focussed activities (Nation, 2013, Schmitt, 2008). While deliberate learning is very effective for learning new words quickly (Nation, 2013), incidental vocabulary learning is seen to be more enjoyable and intrinsically motivating (Day, Omura, & Hiramatsu, 1991). As intrinsic motivation is a key factor in language learning (Dornyei, 2001; Schmitt, 2008), it is important to identify easily accessible and enjoyable incidental vocabulary learning materials. However, while there is a great deal of suitable reading material available such as graded readers and speed-reading books, there are very little extensive listening resources available.

Therefore, this presentation reports on research examining the suitability of English-language pop songs for incidental EFL vocabulary learning. Given the shortage of incidental EFL listening materials noted above, if an enjoyable and almost unlimited free source of suitable listening materials can be identified, it could be of great benefit to language learners and teachers. The central questions are: What do participants think about using music as an incidental EFL vocabulary learning method? What percentage of the song lyrics feature on high-frequency word lists? What vocabulary level and size is needed to understand 95% and 98% of vocabulary in the pop songs analyzed? Overall, could pop songs serve as a suitable source of incidental vocabulary learning?

To answer the above questions, a mixed-methods approach was adopted. The participants were 84 female Japanese university students aged between 18 and 22. The Vocabulary Size Test (Nation & Beglar, 2007) determined the participants had an average vocabulary size of 3,653 words, which is typical for Japanese university students (McLean, Hogg, and Kramer, 2014). First a survey was given to investigate learners' habits and feelings towards English-language music in general and for incidental vocabulary learning. Next, the lyrics of 121 English pop songs from several artists popular among the participants were collated. Then the vocabulary profile of the song lyrics was analyzed over various stages to determine how many high-frequency words learners would need to be able to effectively use songs for incidental vocabulary learning.

In terms of results, learners displayed a positive view of using songs for EFL learning, but the lexical profile of the songs suggests they may be a little too difficult for incidental EFL vocabulary learning, at least for Japanese university and high school students. Given the number of high frequency words needed to reach a suitable vocabulary coverage, lower proficiency learners may need to first deliberately study from high frequency word lists before using pop songs for incidental learning. This presentation will provide more detail about the methods used and will discuss both qualitative and quantitative data regarding the results discussed above.

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MOOCs as environments for incidental vocabulary learning

General

Keywords: MOOCs, corpus linguistics, academic spoken word list, vocabulary, incidental learning

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Abstract: Classrooms can be valuable environments for incidental vocabulary learning (Newton, 2013). However, with more courses being offered at least partially online, there is a need to evaluate whether the same opportunities are available in online environments. A potential area of difference may be in spoken academic English, which is known to differ considerably from written (Biber et al., 2002; Dang et al., 2017). This is because many interactive elements are not necessarily present online, such as classroom management and administrative talk.

The present study addresses this issue by comparing the coverage of the Academic Spoken Word List (ASWL, Dang et al., 2017) on an existing academic English corpus, MICASE (Michigan Corpus of Academic Spoken English, Simpson et al., 2002) and a new corpus of massive open online courses (MOOCs), an increasingly popular mode of education (Inside Higher Ed, 2018). Although the majority of MOOCs are offered in English, many students speak it as a second or additional language (Haber, 2014). Additionally, though the spoken component of MOOCs resembles that of in-person courses, they have not fully replicated interactions that are peripheral to coursework but essential to the academic experience, such as administrative and service encounters. These interactions are characterized, among other things, by less technical and more discourse-specific vocabulary (Biber et al., 2002). Although the ASWL has been validated in several corpora, it has only considered overall coverage, rather than specific speech event types. Taking these potential differences into account, we address the following questions: Do online academic environments offer the same opportunities for learning academic vocabulary as in-person courses? How much incidental vocabulary learning can take place from peripheral speech events? In other words, are online learners missing out on opportunities to improve their academic vocabulary?

Our MOOC corpus consists of video lectures, interviews, and live streaming sessions from 18 courses, totalling 733,431 words. MICASE consists of 1.8 million words across various speech events, classified on a scale of interactivity from monologic (e.g., presentations and speeches) to interactive (e.g., advising and tutorials). Analysis was conducted using ANTCNC v3.4 (Anthony, 2018), which allows us to remove all instances of ASWL items and calculate ASWL coverage of both the MICASE and MOOC text compilations. We also calculated whether these words appeared at least six times in each MOOC course and speech event type--the number of encounters typically needed for a student to learn a word (Cobb, 2007).

The ASWL covered 86% of the MOOC corpus and 87% of MICASE. Most of the top 1,000 (most frequent, less specialized) words in the ASWL appeared at least six times in each MOOC course and all speech events of MICASE, the threshold for incidental vocabulary learning (Cobb, 2007). This suggests that at least for beginner to intermediate-level university courses, MOOCs' vocabulary requirements are comparable to that of real-world universities, and that online environments can offer opportunities for incidental learning of academic vocabulary at least at par with in-person courses. Further analysis shows similar coverage across speech event types in MICASE, with coverage exceeding 90% for a variety of interactive (interviews and tutorials) and monologic tasks (campus tours and seminars). Therefore, the lack of interactivity does not appear to substantially affect MOOCs' lexical content.

Our findings suggest that MOOCs are comparable to in-person courses for incidental vocabulary learning opportunities. This makes them a useful resource for L2 users preparing to study in real-world English-medium universities, or for careers in English in various academic fields. Our discussion will consider implications for teaching vocabulary in an age where academic interaction increasingly takes place online, and for further research in the affordances of online environments for language development.

Using morphosyntactic information in predictive L2 sentence processing: Insights from a visual-world eye-tracking study of German verb morphology

General

Keywords: eye-tracking, sentence processing, morphosyntax

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Abstract: In sentence comprehension, native speakers constantly integrate lexical, morphosyntactic, pragmatic and contextual information to interpret what is being said and to predict upcoming input (Altmann & Kamide, 1999; Huettig, Rommers, & Meyer, 2011; Tanenhaus et al., 1995). The formation of predictions facilitates efficient communication (Kutas, DeLong, & Smith, 2011). Adult second language (L2) learners, however, have been shown to have difficulty exploiting grammatical cues to generate such predictions (Kaan, 2014). Using visual-world eye-tracking (Huettig et al., 2011), Hopp (2013, 2015) found that L2 learners of German did not use gender marking on articles and adjectives for predictive processing, possibly because they were relying more on lexical-semantic.

Our study further investigates the issue of L2 morphosyntactic prediction by testing whether adult learners of German can use the grammatical information encoded by German verb inflection to anticipate upcoming input during real-time listening. Specifically, we investigate the ability to exploit syntactic number information, as contained in the German present tense verb form, to predict whether the upcoming referent will be singular or plural. We examine both productive (regular verb conjugation, providing morphosyntactic information through affixation) and unproductive German verb morphology (strong verb conjugation, using stem-vowel alternations in addition to affixation).

The data of 20 advanced L2 learners of German are compared to those of 20 native speakers in a visual-world eye-tracking experiment. In each trial, the participants are exposed to two pictures, varying in the number of referents depicted (singular vs. plural), combined with oral sentences in which the suffix or stem-vowel of the verb represents the first cue for referent number. All sentences are questions, as these require inversion, placing the verb before the subject. Successful exploitation of the morphosyntactic number cue is measured as anticipatory eye-movements towards the correct picture, before onset of the referent noun. In addition to the eye-tracking experiment, we assess the participants' explicit knowledge of German verb inflection by means of an oral production task, requiring the participants to conjugate the verbs and to state how confident they are about the correctness of their productions.

The findings may shed light on the extent to which L2 speakers are able to exploit (un)productive morphological features during real-time auditory sentence comprehension, and they may help to identify processing differences between L2 learners and native speakers. By comparing the eye-tracking results to the participants' explicit knowledge, it may be possible to distinguish between the presence of knowledge and its actual usage in comprehension. We also discuss how this method can be implemented in combination with learning treatments, as well as measures of implicit knowledge.

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Processing of English reflexives by Turkish speakers: An eye-tracking study

General

Keywords: Reflexives, second language processing, eye-tracking study

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Abstract: Binding Principle A (BP-A) predicts for reflexives (e.g., *himself*) to be bound by a c-commanding local antecedent (Chomsky, 1981). This is mainly true for English, but Turkish reflexives violate BP-A (Kornfilt, 2001). Although native speakers' antecedent retrieval is initially informed by syntax, later stages can be affected by discourse-related information (Sturt, 2003). This study tested the role of syntactic constraints and discourse prominence/antecedent proximity in Turkish learners' processing of English reflexives.

Two eye-tracking experiments (Experiments 1&2) and one pen-and-paper antecedent identification task (Experiment 3) were conducted. The materials were adapted from Sturt (2003). In Experiments 1&2, there were 24 experimental items each consisting of three sentences: (i) a lead-in sentence with the inaccessible antecedent (proper noun), (ii) the critical sentence with the inaccessible antecedent, the reflexive and the accessible antecedent (stereotypical male/female noun), (iii) a wrap-up sentence (see Table 1). In Experiment 1, the accessible antecedent was linearly closer to the reflexive and both antecedents c-commanded it. In Experiment 2, the inaccessible antecedent was linearly closer to the reflexive, but it did not c-command it. Gender congruence between the antecedents and the reflexive was manipulated, creating a match/mismatch between the reflexive and the (in)accessible antecedents. In Experiment 3, the critical sentences were the same as those in Experiments 1&2 but they were presented both with and without discourse context. The participants (95 in total, Turkish speakers) were advanced learners of English. 48 of them took part in Experiment 1; 47 participated in Experiment 2. All took part in Experiment 3. An additional antecedent identification task with monolingual Turkish speakers tested BP-A in Turkish.

In Experiments 1&2 six eye-tracking measures (first fixation, gaze (first pass, in spillover), regression path, re-reading and total duration measures and probability of regression out) were entered into mixed-effects linear/logistic regression models for the disambiguating region (the reflexive) and the spillover region (two words following the reflexive). In Experiment 1 the participants showed sensitivity to gender (mis)matches associated with the accessible antecedent in regression path duration at the spill-over region, $t = 3.27, p < .01$. In Experiment 2 they showed sensitivity to the accessible antecedent in regression path, rereading and total duration measures (t 's $> 1.96, p$'s $< .05$) and in probability of regression out ($z = 2.05, p < .05$) at the disambiguating region and in regression path duration at the spill-over region ($t = 2.05, p < .05$). There was no effect of the inaccessible antecedent in either experiment. In Experiment 3 participants chose the local and c-commanding antecedent ($> 79\%$), but in contexts with a discourse prominent inaccessible antecedent, the accessible antecedent choices were reduced, $z = 5.14, p < .001$. (See Tables 2&3.) The Turkish antecedent identification task confirmed the BP-A violation for Turkish reflexives.

Turkish learners of English used structural information associated with BP-A in their antecedent retrieval behavior, but they showed evidence of integrating this information in later measures (e.g., regression path duration) compared to the early measures (e.g., first fixation duration) reported for native speakers in (Sturt, 2003). They did not show an initial sensitivity to discourse prominence/linear proximity of antecedents despite using discourse prominence in their final interpretations (reduced accessible antecedent preference). The results appear to be parallel to those reported in Sturt (2003) with the exception that L2 learners were slower than native speakers in their integration of structural and non-structural information, which can be attributed to L2 learners' slower processing speed (Hopp, 2006).

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Table 1: Examples of experimental items

Experiment 1	Experiment 2
Jonathan/Jennifer was pretty worried at the hospital. He/She remembered that the surgeon had pricked himself/herself with a used syringe needle. There should be an investigation soon.	Jonathan/Jennifer was pretty worried at the hospital. The surgeon who treated Jonathan/Jennifer had pricked himself/herself with a used syringe needle. There should be an investigation soon.

Table 2: Mean values for four conditions with standard errors in parentheses for six standard eye-tracking measures in Experiment 1 & Experiment 2 (Expt: Experiment; DR: Disambiguating Region, SR: Spillover Region; Acc.: Accessible, InAcc.: Inaccessible; M: Match, MM: Mismatch)

		Expt 1		Expt 2	
		DR	SR	DR	SR
		Mean (SE)	Mean (SE)	Mean (SE)	Mean (SE)
First Fixation Duration (ms.)	Acc.M-InAcc.M	259 (11)	252 (11.2)	255 (6.8)	268 (14.4)
	Acc.M-InAcc.MM	251 (6.1)	263 (12.5)	255 (6.3)	243 (9.8)
	Acc.MM-InAcc.M	250 (7.6)	254 (10.7)	254 (6)	285 (14)
	Acc.MM-InAcc.MM	256 (9)	288 (11)	261 (7)	245 (8.1)
Gaze /First Pass Duration (ms.)	Acc.M-InAcc.M	305 (12.8)	288 (20.4)	293 (9.2)	295 (16.5)
	Acc.M-InAcc.MM	301 (10.6)	291 (15.3)	297 (8.9)	269 (12)
	Acc.MM-InAcc.M	294 (10)	294 (17.7)	300 (9.3)	300 (14.5)
	Acc.MM-InAcc.MM	313 (12.4)	292 (13.2)	303 (9.1)	286 (13.8)
Regression Path Duration (ms.)	Acc.M-InAcc.M	427 (36.3)	345 (19)	386 (25.9)	487 (35.1)
	Acc.M-InAcc.MM	426 (29.3)	417 (36.1)	407 (22.5)	467 (25.7)
	Acc.MM-InAcc.M	394 (25.1)	439 (56.6)	493 (43.3)	511 (40.4)
	Acc.MM-InAcc.MM	445 (34.9)	490 (39.3)	416 (25)	543 (43.7)
Rereading Duration (ms.)	Acc.M-InAcc.M	238 (39)	124 (25.4)	255 (29.6)	137 (25.4)
	Acc.M-InAcc.MM	192 (23.5)	144 (30.2)	301 (32.8)	140 (25)
	Acc.MM-InAcc.M	238 (37.9)	154 (28)	361 (34.5)	179 (30)
	Acc.MM-InAcc.MM	296 (34)	130 (27.5)	289 (26.1)	170 (26.2)
Total Duration (ms.)	Acc.M-InAcc.M	417 (31)	213 (18.7)	433 (26.9)	227 (18)
	Acc.M-InAcc.MM	403 (22.1)	194 (18.8)	448 (27.6)	212 (17.7)
	Acc.MM-InAcc.M	423 (31.6)	212 (19)	508 (31.1)	245 (19.4)
	Acc.MM-InAcc.MM	456 (29.8)	215 (17.6)	509 (27.2)	241 (18.9)
Probability of Regression Out	Acc.M-InAcc.M	.18 (.03)	.16 (.39)	.14 (.02)	.18 (.03)
	Acc.M-InAcc.MM	.16 (.02)	.16 (.04)	.15 (.02)	.19 (.04)
	Acc.MM-InAcc.M	.15 (.02)	.16 (.04)	.18 (.03)	.15 (.03)
	Acc.MM-InAcc.MM	.14 (.27)	.24 (.05)	.16 (.03)	.25 (.04)

Table 3: Mean Percentages of Accessible Antecedent Preference in Experiment 3

Conditions	Accessible Antecedent Preference (%)
With Context – Embedded Clause	72.6
With Context – Relative Clause	77.7
No Context – Embedded Clause	83.3
No Context – Relative Clause	83.5

The (non)interaction of lexical and discourse information in L2 sentence processing

General

Keywords: L2 sentence processing, garden-path effects, self-paced reading

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Abstract: Previous research on on-line sentence comprehension suggests that native speakers rapidly integrate both bottom-up (e.g., lexical) and top-down (e.g., discourse-pragmatic) information, but whether there are limits to how adult L2 learners combine multiple sources of information in real time is still an open question (Felser, 2018; Roberts, 2013). This study investigates if adult L2 learners simultaneously integrate lexical and discourse information in recovery from temporary object-subject ambiguities.

In garden-path sentences such as (1b-1d) and (2b-2d), the temporarily ambiguous noun phrase (e.g., *dog, deer*) is initially analysed as the direct object of the embedded-clause verb (e.g., *washed, hunted*), and is syntactically reanalysed as the subject of the following main clause when the disambiguating verb (e.g., *barked, ran*) is encountered. Prior studies on adult L2 learners show that various types of information, namely, lexical (e.g., transitivity: Hopp, 2015; Juffs & Harrington, 1996) and discourse (e.g., plausibility: Hopp, 2015; Roberts & Felser, 2011) information individually constrain the initial direct-object interpretation and facilitate recovery from garden-path effects. For native speakers, verb subcategorization and discourse information also interact in the processing of garden-path sentences (Besserman & Kaiser, 2017). Native speakers use discourse cues, i.e., definiteness (e.g., *the dog/deer* vs. *a dog/deer*) and givenness (i.e., already-mentioned vs. new information), lexically selectively to facilitate recovery from garden-path effects: In sentences with optionally transitive verbs (OPTs, e.g., *hunted*), they reanalyse subject-like (i.e., definite and given) noun phrases more easily than object-like (i.e., indefinite and new) noun phrases. In sentences with reflexive absolute verbs (RATs, e.g., *washed*), however, they do not show any effects of discourse information due to the reflexive nature of RATs allowing for an easily identifiable non-discourse-based (implicit) object, i.e., *himself*.

Some approaches to L2 processing claim that discourse information will be prioritized in L2 processing (Clahsen & Felser, 2017; Cunnings, 2017), while others identify the integration of different types of information as compromised among adult L2 learners (Hopp, 2010; MacDonald, 2006; Sorace, 2011).

In an adaptation of Besserman and Kaiser (2017), 36 L1 German intermediate to advanced learners of L2 English were tested in a self-paced reading task, in which we manipulated the embedded-clause verb to be either a RAT or an OPT verb as well as the ambiguous noun phrase's definiteness (definite vs. indefinite) and givenness (given vs. new) properties (1-2). In the RAT condition, the German learners revealed a main effect of ambiguity in reading times at the disambiguating verb and the first spillover word, with longer reading times in (1b) than in (1a). In the OPT condition, they showed a main effect of ambiguity at the disambiguating verb and the three spillover words, with longer reading times in (2b) than in (2a). However, unlike native speakers, they did not make any significant difference between subject-like and object-like noun phrases in either condition ((b) vs. (d); (c) vs. (d); (b) vs. (c)). These findings highlight that L2 learners display sensitivity to verb-specific information ((1) vs. (2)), but they do not integrate that information with discourse information.

These findings suggest that discourse information does not seem to be privileged in guiding real-time L2 sentence comprehension. This poses a challenge to theoretical approaches to L2 sentence processing which argue that differences between native speakers and L2 learners derive from L2 learners' over-reliance on discourse information (e.g., Cunnings, 2017). Rather, the finding in this study that L2 learners utilise verb subcategorization information, yet that the discourse information does not modulate L2 processing provides supporting evidence for approaches to L2 sentence processing which posit that L2 learners, unlike native speakers, fail to incorporate multiple sources of information in real-time comprehension.

Materials

(1) RATs:**a. Control (Comma)**

There was a dog in the yard. While the boy *washed*, the dog barked surprisingly loudly near the window.

b. Definite+Given

There was a dog in the yard. While the boy *washed* the dog barked surprisingly loudly near the window.

c. Definite+New

It was just another Sunday morning. While the boy *washed* the dog barked surprisingly loudly near the window.

d. Indefinite+New

It was just another Sunday morning. While the boy *washed* a dog barked surprisingly loudly near the window.

(2) OPTs:**a. Control (Comma)**

There was a deer by the lake. While the man *hunted*, the deer ran into the woods near the house.

b. Definite+Given

There was a deer by the lake. While the man *hunted* the deer ran into the woods near the house.

c. Definite+New

It was a beautiful afternoon at the lake. While the man *hunted* the deer ran into the woods near the house.

d. Indefinite+New

It was a beautiful afternoon at the lake. While the man *hunted* a deer ran into the woods near the house.

Self-repair versus collaborative dialogue in language related episodes: Young learners helping each other and helping themselves

General

Keywords: peer interaction, LRE, self-repair

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Abstract: A well-documented phenomenon in SLA research is learner-generated attention to language form during peer interaction. Much of the research has built upon Swain and Lapkin's (1998) pioneering work, focusing on how collaborative dialogue during these spontaneous episodes facilitates learning, from both cognitive (Baralt, Gurzynski-Weiss, & Kim, 2016; Gass & Mackey, 2015) and socio-cultural perspectives (Donato, 1994; Tocalli-Beller & Swain, 2007). Swain and Lapkin's original conceptualization of a language related episode (LRE), however, included individual learner self-repair, which also occurs during peer interaction, but without input or collaboration from a peer. Like interactive LREs, self-focused reformulations demonstrate attention to language during communication, the noticing of knowledge gaps, and self-regulated learning. Self-repair is often excluded from research on LREs (e.g. Choi & Iwashita, 2016; Loewen & Wolff, 2016) because of the interest in interactive features that may affect the learning potential of LREs, such as degree of engagement (Garcia-Mayo & Akarai, 2016; Storch, 2008; Svalberg, 2009) and participant roles and relationships (Philp et al, 2010; Storch & Aldosari, 2012). There has actually been very little research that has compared the characteristics of individual versus collaborative attention to form during communicative interaction. The existing evidence in research with adults suggests that self-repairs are more frequent and more focused on grammar (e.g. Bowles et al, 2014), possibly because adults are more willing to correct their own grammar than the grammar of others (Buckwalter, 2001; Seedhouse (2004).

The study reported on here compared the type, frequency and resolution of collaborative LREs and self-repairs among primary school students in foreign language (FL) classes during communicative pair and small group activities. There is evidence that children in these contexts can focus on and resolve language issues on their own (e.g. Garcia Mayo & Agirre, 2019), but we know much less about the degree to which they do so and the characteristics of their spontaneous attention to language than the more widely studied adult population. FL instruction in primary schools is increasingly common; thus examining LREs in this context has both theoretical (expanding our understanding of the construct) and practical implications.

We audio-recorded the oral interaction of 87 twelve-year old francophone EFL students in 3 intact classes (3 teachers) in Quebec (Canada) as they completed pair/small group activities done as part of their regular curriculum. There were thus multiple pairs/groups in a class doing the same task at the same time. The transcribed 55-hours of interaction yielded a 311,000-word corpus representing 20 different tasks. The results revealed that these young students did initiate a focus on language during communicative activities and that they were able to resolve most of the issues on their own, either individually or collaboratively. Little learner-generated attention to form involved pronunciation in either type of LRE, consistent with previous research. Self-correction LRES (1263) were i) twice as frequent as the interactive LREs (607), and ii) much more focused on grammar (54% versus 14%). The majority of the collaborative episodes (80%) focused on vocabulary. While this would seem to suggest that children, like adults, may also be reluctant to correct each other's grammar, there was evidence of the influence of the teacher on LREs: peer-initiated LREs, overall attention to grammar, and resolution were greater in the class where the teacher highlighted language features useful for completing activities, provided self-access tools for addressing language needs, and cultivated a culture of peer collaboration. The discussion will consider contextual and discourse factors that may account for the greater attention to grammar in self-correction LREs and the importance to our understanding of learner-generated attention to form of including spontaneous self-corrections that occur during oral interaction.

Moving beyond the native-speaker bias: New considerations in the analysis of grammatical gender marking in additional-language Spanish

General

Keywords: grammatical gender, Spanish, native-speaker norm

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Abstract: Second language acquisition (SLA) scholars have criticized the field's preoccupation with native, monolingual targets, which may implicitly take a deficit view of learners and ignore the reality of multilingualism. Studies using such targets tend to conduct error analyses or other assessments of accuracy that involve comparing learners to native speakers or prescriptive norms. Cook and Li Wei (2016), The Douglas Fir Group (2016), Ortega (2013, 2017), and Slabakova (2016), among others, have advocated for conceptual and methodological reform regarding the role of monolingual targets in SLA. In the current study, we respond to the call for reform by offering a reconceptualization of learner data (by way of the dependent variable in our analysis) in a prescriptive-independent manner. Specifically, we propose an analysis of the development of grammatical-gender marking behavior in additional-language Spanish that crucially does not rely on a native or prescriptive norm.

Grammatical gender in additional-language Spanish has received much attention in SLA (e.g., Alarcón, 2010, 2014; Fernández-García, 1999; Finnemann, 1992; Franceschina, 2001; Halberstadt, Valdés Kroff, & Dussias, 2018; Montrul, Foote, & Perpiñán, 2008; Schlig, 2003; White, Valenzuela, Kozłowska-Macgregor & Leung, 2004) and all studies have focused on errors (the mismatch in the gender of a noun and its modifier). We diverge from this trend by proposing a new dependent variable that takes a native norm out of the picture: modifier gender. Rather than investigating accuracy, we examine the developmental trajectory of the use of feminine modifiers, given evidence that it develops more slowly than masculine modifiers in interlanguage (e.g., Montrul et al., 2008). The data 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 (pre-stay), one year later (in-stay: at the end of their stay), and eight months after returning to the United Kingdom (post-stay). We coded every possibility for gender marking when a noun was modified by a determiner or adjective ($K = 16,357$). In addition to the dependent variable, we coded each token for four independent extra-linguistic variables (task, data-collection time, participant, and participant's proficiency) and for eight independent linguistic variables identified in previous research (e.g., noun gender, modifier type, noun class, noun ending). We analyzed the data by fitting a mixed-effects model. The results showed that the frequency of feminine modifiers increased significantly between the pre-stay and in-stay and held constant between in-stay and post-stay. Several factors (noun gender, noun ending, lexical diversity, modifier type, task, and time) impacted learners' use of feminine modifiers. There were significant interactions between time, on the one hand, and noun ending and task, on the other, suggesting that these factors play a key role in the acquisition of feminine modifiers in additional-language Spanish. We conclude by discussing specific ways in which SLA stands to benefit from explanations of developmental trajectories that are independent from considerations of a monolingual target.

Long-distance gender agreement in mixed Italian/English compound clauses

General

Keywords: Code-Switching, Bilingual Competence, mixed gender agreement

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Abstract: In this pilot work we will test the ability of nominal gender to be “infinitely reusable as an ‘active goal’” by the operation Agree (Carstens 2010) in code-switching (CS) contexts.

We will focus our attention on participial gender agreement in mixed Italian/English sentences containing an Italian compound ergative-type verb (i.e. unaccusative, passive or reflexive), where the past participle must agree in gender with the DP-syntactic subject. The subject, i.e. the “active goal” for the operation Agree, may either be a monolingual English DP, as in (1), or a mixed DP, as in (2):

(1) The chair è stata/stato riparata/riparato

(2) a Il chair è stata/stato riparata/riparato

b La chair è stata/stato riparata/riparato

c The sedia è stata/stato riparata/riparato

‘the chair has been(f/m) repaired(f/m)’

In particular, we will address the following Research questions:

What gender does the past participle take in a case like (1), where the subject is an English genderless DP? In particular, does it take the default gender (masculine in Italian), or the analogical gender, i.e. the gender of the equivalent noun (feminine in this case)?

What gender does it take instead in cases like (2), where the subject is a mixed DP? A corollary to this question regards the gender that can be assigned to the Italian D which accompanies the English N: is it either the default masculine form, as in (2a), or the feminine analogical gender, as in (2b)?

Is the gender of the Italian N in (2c) still active and able to enter an agreement relation?

Data are obtained through an Acceptability Judgment Task (AJT) administered to some adult Italian/English (10) bilinguals, as well as to some speakers who are highly fluent in both languages, but with a preference for one of them, in order to see if different responses are given by the different groups.

The preliminary answers to our RQs are the following:

Both types of mixed agreement are available -> Monolingual DPs (1) may display long-distance analogical gender;

In mixed DPs with an English N (2a-b), the Italian D receives either the analogical gender or the default gender. Past participle preferably agrees in gender with D.

In mixed DPs with an Italian N (2c), the past participle agreement with N is accepted.

We can then conclude that, in CS, as in monolingual speech, the gender of N is “infinitely reusable as an ‘active goal’” (Carstens 2010) by the operation Agree.

Since the type of construction may affect acceptability, we will also discuss a different case of participial agreement, namely when the participle agrees with an object clitic in transitive clauses. The results suggest that it is not the type of sentence that affects acceptability of long-distance agreement, but the language in which D is expressed.

Our results will thus contribute to the debate around code-switching and borrowing (Poplack and Meechan 1995), as well as on the architecture of the bilingual competence (cf. MacSwan 1999, Lillo-Martin *et al* 2016).

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Unobtrusive input enhancement and incidental learning of multi-word units. A study with Chinese learners of Italian L2.

General

Keywords: Implicit knowledge, formulaic language, incidental learning

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Abstract: The priority of implicit over explicit knowledge as a goal for language teaching has broad support in the literature, and incidental learning conditions are acknowledged to be the most likely to promote that goal (Paradis 2004). The present study seeks to provide a theoretical and experimental basis for pedagogical techniques capable of resulting in incidental learning of multi-word units, which are recognized as constituting a problematic dimension of L2 acquisition (Wray 2002). Previous research has demonstrated the effectiveness of bimodal exposure for the incidental learning of collocations (Webb et al 2013). However, the nature (implicit or explicit) of the knowledge gained through incidental learning has not been investigated (Rebuschat 2013). Moreover, incidental learning is typically slow, which is a relevant limitation for language courses. This study aims to determine whether input enhancement is capable of speeding up detection of new formulaic sequences, without the learners' consciousness crossing the awareness threshold, as well as which kinds of enhancement are most effective (Long 2017).

52 Chinese learners of Italian L2 were exposed to reading-while-listening to a 4600-word graded reader composed of 98% known words, and including seven occurrences of each of the 10 target items (input flood). In order to avoid effects related to unfamiliarity with constituent words, unknown idioms made up of known words were chosen as targets. Participants were randomly assigned to five groups: three experimental groups received (i) visual, (ii) aural, or (iii) visual + aural enhancement of the first two occurrences of the target idioms; a fourth group was exposed to the same treatment with no enhancement (input flood only). A control group performed only the tests with no treatment.

Learning was assessed through offline (productive and receptive tests of form and meaning) and online (self-paced reading) tests. Debriefing interviews indicated participants' level of consciousness at the point of learning and checked for awareness of the enhancement devices.

Immediate posttests results showed both implicit and explicit learning with no significant differences among experimental groups. Delayed posttests highlighted a stronger effect of more noticeable treatments (visual enhancement) on explicit knowledge, whereas the most implicit treatment (no enhancement) was more effective for the retention of implicit sensitivity. According to the stimulated recall outcomes, visual enhancement was likely to raise the subjects' consciousness above the awareness threshold.

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To what extent does Involvement Load Hypothesis predict vocabulary learning? A meta-analysis

General

Keywords: incidental vocabulary learning, involvement load hypothesis, language activities

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Abstract: There are many different ways to learn vocabulary. It is therefore important for teachers and learners to choose the most effective activities for learning words. Laufer and Hulstijn (2001) proposed Involvement Load Hypothesis (ILH) as a means to evaluate the effectiveness of vocabulary learning activities. ILH indicates the L2 vocabulary learning potential of an activity based upon its motivational and psychological components (Need, Search, and Evaluation). ILH predicts the relative effectiveness of an activity; the higher the IL, the greater the learning gain.

Many studies have tested whether ILH accurately predicts the efficacy of language activities (e.g., reading, gap-filling, and sentence writing). While some studies (Kim, 2008) support the prediction of ILH, other studies suggest that ILH predictions are not always accurate (Folse, 2006; Rott, 2012). Due to this inconsistency, it is still not clear to what extent ILH predicts learning gains. Additionally, researchers have argued that other conditions such as repetition of activities (Folse, 2006) or time on task (Keating, 2008) should be included in ILH to enhance the prediction. The present study therefore adopted a meta-analytic approach to investigate (1) the extent to which ILH predicts learning gains, (2) the relative contribution of the three components of ILH (i.e., Need, Search, Evaluation), and (3) how empirically-motivated variables (e.g., repetition of activities, time on task, and test format) influence learning gains in relation to the IL of activities.

We searched primary databases as well as seminal studies in the field and identified 25 studies reporting 199 posttest scores ($N = 2985$) that meet our inclusion criteria. The activities in these studies were coded for their IL index (Min = 0, Max = 5) and moderator variables (i.e., activity repetition, time on task, and test format). Meta-regression was performed while dependent effect sizes were appropriately accounted for by using three-level meta-regression and cluster robust variance estimation.

The results showed that the IL index was significantly predictive of learning gains ($\beta = 0.37$, $p < .001$, on immediate posttests; $\beta = 0.23$, $p = .009$, on delayed posttests). The IL index explained 20.6% and 9.2% of the variances of learning gains on immediate and delayed posttests, respectively. Multiple meta-regression revealed that the Evaluation component had the strongest influence on learning followed by Need. The Search component was not significantly predictive of learning. Subsequent moderator analyses revealed that test format and activity repetition were related to learning gains but did not moderate the effect of IL on learning. Time on task was significantly associated with learning gains; however, the association disappeared when the IL index was controlled, suggesting that activities with a higher IL index tend to take longer, but activities that take longer do not necessarily lead to greater learning. Based on the findings, we will discuss theoretical, methodological, and pedagogical implications for vocabulary learning and research.

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Examining the efficacy of captioned video viewing for vocabulary learning and content comprehension: Evidence from university and high-school learners

General

Keywords: Captioned video viewing, vocabulary learning, content comprehension

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Abstract: Whether and how (captioned) video viewing is beneficial for language learning has been a matter of debate over the last decades (Vanderplank, 2015). Research indicates that such practice is positive for different aspects of foreign language development, namely two: vocabulary acquisition (Montero Perez, Van Den Noortgate, & Desmet, 2013) and content comprehension (Rodgers & Webb, 2017). However, most studies have typically investigated whether captions or subtitles were better for language learning (Rodgers, 2013) or which specific combinations of languages in the audio and video subtitles (L1 / L2) led to greater gains (Peters, Heynen, & Puimège, 2016). However, the effects of (captioned) video viewing in class, complementing formal curricular instruction, have not been thoroughly investigated yet.

This longitudinal study aims at filling this gap by exposing university freshman and Grade 10 Catalan / Spanish EFL learners ($N=117$) to 8 episodes of the same TV series for an academic term by means of a pedagogical intervention. At both levels, participants were randomly allocated to the experimental (EG) or control group (CG). On a weekly basis, all learners were taught a set of target words (TWs) and completed several vocabulary learning tasks, but only those in the EGs were additionally exposed to a captioned TV series containing the TWs. In order to evaluate vocabulary gains, learners in both groups were pre- and post-tested (at the beginning and the end of the term) on TWs' forms and meanings. Learners in the EGs were also tested on content comprehension after viewing each of the episodes.

Regarding vocabulary, results showed that all learners made significant progress from the beginning to the end of the term. However, significant differences between experimental conditions were only found among high-school learners. Content comprehension remained stable throughout the term (see Figures 1 and 2 for a graphical representation of the results). Conclusions will be drawn in relation to theories on multimedia learning (Mayer, 2009; Paivio, 1986) and the use of audiovisual materials in the classroom (Webb, 2015).

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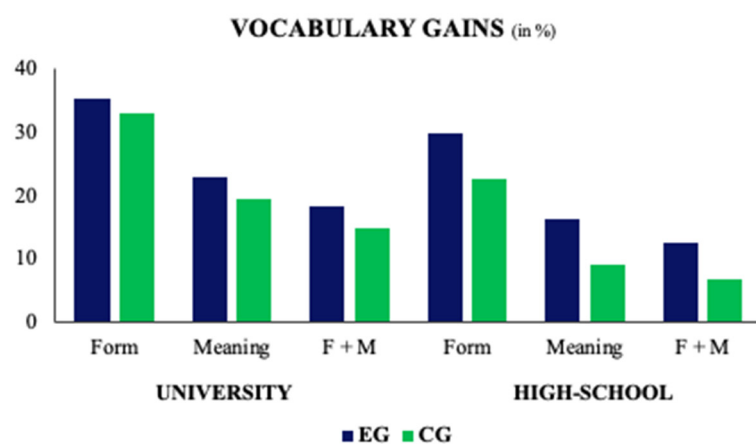


Figure 1 - Vocabulary gains for form, meaning and form + meaning (F + M) according to level and experimental condition.

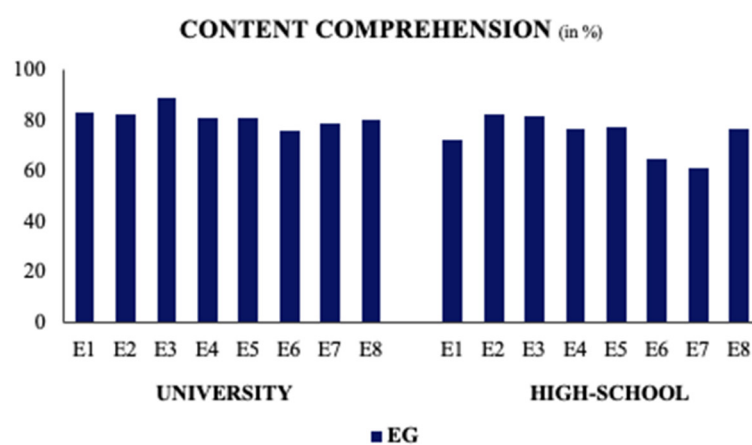


Figure 2 - Content comprehension scores according to level.

Accounting for the selection of a source language of transfer for content and function words in L3 oral production: Does intentionality play a role?

General

Keywords: lexical transfer, third language acquisition

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Abstract: This study explores the use of borrowed function words (FW) and content words (CW) during oral production in a third language (L3). Allegedly, these two types of words differ regarding their role in language (lexico-semantic vs. syntactic), processing, storage, and retrieval (Diaz & McCarthy, 2009). As a result of these differences, FWs and CWs could display distinct transfer patterns. According to the Declarative/Procedural (DP) Model (Paradis, 2009), in the first language (L1), CWs are stored in declarative memory (associated with explicit knowledge and conscious processing), whereas FWs are stored in procedural memory (associated with implicit competence and non-conscious processing). Conversely, in non-native languages (i.e., other than the L1), both CWs and FWs are said to be stored in declarative memory. This coincidence in storage may enhance transfer of FWs from the second language (L2) to the L3, as predicted by the L2 Status Factor Hypothesis (Bardel & Falk, 2012), which draws on the DP model and confers the L2 a privileged role in the acquisition of L3 syntax. In agreement with this hypothesis, previous L3 studies found that while FWs tend to be transferred almost exclusively from the L2 (Falk, 2015), CWs are transferred both from the L1 and L2 (Lindqvist & Falk, 2014). Crucially, in studies claiming L2-to-L3 transfer of FWs, the L2 is often typologically similar to the L3. Therefore, L2 status and typology are confounded.

The aim of this study is two-fold. On the one hand, we investigate whether FWs are mostly transferred from the L2 even when the L1 is typologically closer to the L3. On the other, we take consciousness (operationalized here as intentionality) into account in an effort to pinpoint whether it is declarative or procedural memory that is being relied upon. In order to explore the interplay between intentionality, typology, and language status, we tested two groups of participants: Group A (35 L1 English/ L2 French speakers), and Group B (35 L1 French/L2 English speakers). They completed a picture description task in L3 Spanish. Recordings were transcribed and instances of borrowed FWs and CWs were identified. These data were coded based on intentionality (following Poulisse & Bongaerts, 1994), word class, and source language. Our results reveal a strong tendency to borrow CWs intentionally, and to do so mainly from the L1, regardless of the typological relationship between this L1 and the L3. In contrast, FWs are borrowed unintentionally, and often transferred from French, the typologically closest language to the L3, irrespective of whether it is the L1 or the L2 of the participants. In the discussion of the findings we consider the potential implications for declarative/procedural models.

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Transfer of morpho-syntactic properties in third language acquisition: An empirical study on German-Russian bilinguals acquiring L3 English

General

Keywords: crosslinguistic influence, L3 acquisition, morpho-syntactic properties

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Abstract: This empirical study aims to investigate the factors leading to crosslinguistic influence in third language (L3) acquisition. Our research will add to the current debate on whether morpho-syntactic properties from previously acquired languages are transferred based on typological proximity (Rothman 2015), linguistic proximity (Westergaard et al. 2017), cumulative enhancement (Berkes & Flynn 2012) or further factors. The main research question for our study is whether structural similarity can override strong factors such as typological proximity or language dominance. In order to answer this research question, this study focuses on word order (adverb placement, topicalization, subject-auxiliary inversion in wh-questions) and definiteness (determiner use) in German-Russian bilingual children acquiring L3 English. We have developed a task with four conditions, two of which are structurally similar to German and two to Russian. While English and Russian pattern together (in contrast to German) with regards to adverb placement (*Susan often eats sweets*) and topicalization (*Last night the cats slept on the sofa*), English and German pattern together (in contrast to Russian) with regards to subject-auxiliary inversion in wh-questions (*What will the little girl play?*) and determiner use in specific contexts (*The new student is happy*). Thus, the two previously acquired languages are expected to lead to some facilitative influence for the bilinguals in two conditions each (as compared to L2 learners of English with either L1 Russian or L1 German).

We conducted a grammaticality judgment task in English with the four conditions (adverb placement, topicalization, S-Aux inversion, definiteness) including six grammatical and six ungrammatical items per condition, leading to a total of 48 items. The experiment was preceded by a proficiency assessment, a modified version of the British Picture Vocabulary Scale (BPVS3), in order to match the participant groups based on proficiency. The participants are three groups of 10- to 12-year-old children acquiring English at school from grade 1 on: German-Russian bilinguals, German monolinguals, Russian monolinguals. The performance of L3 learners of English is compared to that of age-matched L2 learners who are native speakers of German or Russian.

German is typologically more similar to English than Russian and the German-Russian bilinguals, growing up in Germany, are expected to be dominant in German. If structural proximity may override typological similarity and language dominance, we expect crosslinguistic influence from Russian, in that the German-Russian bilinguals will score higher in the adverb placement and topicalization conditions than the German monolingual group. These predictions are in line with previous findings on Norwegian-Russian bilinguals who scored higher in the adverb placement condition than the Norwegian monolinguals and higher in the subject-auxiliary inversion condition than the Russian monolinguals (Westergaard et al. 2017). As predicted Russian led to facilitative influence on adverb placement while Norwegian (like German) did on subject-auxiliary inversion, even though the group differences were not significant for the latter condition. Our pilot data (n=29) confirm these findings by indicating that German-Russian bilinguals differ from both L1 groups comparable to the Norwegian-Russian bilinguals.

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L1 transfer in early L2 acquisition across linguistic modules

General

Keywords: crosslinguistic influence, child L2 learners, cross-module comparison

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Abstract: If there is one idea that commands consensus in second language acquisition (L2A) theory, it is that the native language wields a decisive influence at the initial stages of acquisition. This popular position has been advocated by the Full Transfer Full Access Hypothesis (FTFA, Schwartz & Sprouse 1994, 1996) and before that by White (1985). However, whether crosslinguistic influence/L1 transfer, works similarly within different parts of the grammar (e.g., morphology, syntax, semantics) has not been investigated widely and within the same participants.

In this experimental study, we set out to look at transfer from the native language with an array of linguistic properties across three linguistic modules: inflectional morphology, syntax, and the syntax–semantics interface. Our participants include two groups of Russian and Norwegian learners of L2 English of the same age (11–12-year-olds) and comparable beginner proficiency in the L2. We chose properties where either Russian or Norwegian work similarly as English, and therefore offer a possibility of facilitative transfer.

Table 1: Experimental conditions and examples of test items

	Russian and English SIMILAR	Norwegian and English SIMILAR
Syn-sem interface	Genericity Life can be difficult.	Definiteness Susan thought that her dog was lazy. The dog slept a lot
Morphology	Subject-verb agreement Ruth walks to church every Sunday.	Obligatory copula Lisa is a nice person.
Syntax	V2 with initial adverbials Last Monday the teachers walked to school.	SO_{pro}V word order Lisa felt very sick. Johnny took her to hospital.

Table 1 presents the experimental conditions. The prediction is that the two L2-learner groups will be better at the constructions where their native language offers facilitation, compared to those without facilitation. In the negative facilitation conditions, we expect higher variability. Comparing results across rows in Table 1 tests for L1 transfer; comparing across columns is indicative of module-specific and construction-specific difficulties. It is likely that additional factors such as instruction, complexity, potential need of feature reassembly, and others, may also influence accuracy significantly.

To test this prediction, we created an acceptability judgment task with an equal number of grammatical and ungrammatical sentences in six conditions. Context was added to the test sentences as needed. Presentation of test items was written (projected on a screen) as well as aural (recorded by a native speaker). We have currently tested Russian (n=26) and Norwegian (n=18) learners of L2 English; testing is ongoing.

Figure 1 summarizes accuracy results. We conducted a mixed-effects model predicting accuracy as an interaction of condition and group. Participants and items were included as random effects. The groups are not significantly different from each other in overall accuracy, but there are contrasts in accuracy within individual conditions. In accordance with our predictions of L1 transfer, Russians significantly outperform Norwegians in topicalization and agreement, while Norwegians are significantly better than Russians on definiteness. Comparing in the other direction, which properties are the hardest for each group, we establish that topicalization and agreement are significantly harder than overt copula for the Norwegian group. For the Russian group, definiteness and genericity are significantly harder than obligatory copula, topicalization and agreement; and the position of the direct object is significantly harder than the copula. Obligatory copula appears to be the easiest condition for both groups, while genericity—the hardest condition (though the latter may be for different reasons).

These results partially confirm our predictions, but also highlight the need to integrate other factors into the explanation of crosslinguistic influence. We will discuss these findings in light of theories of the L2 initial state.

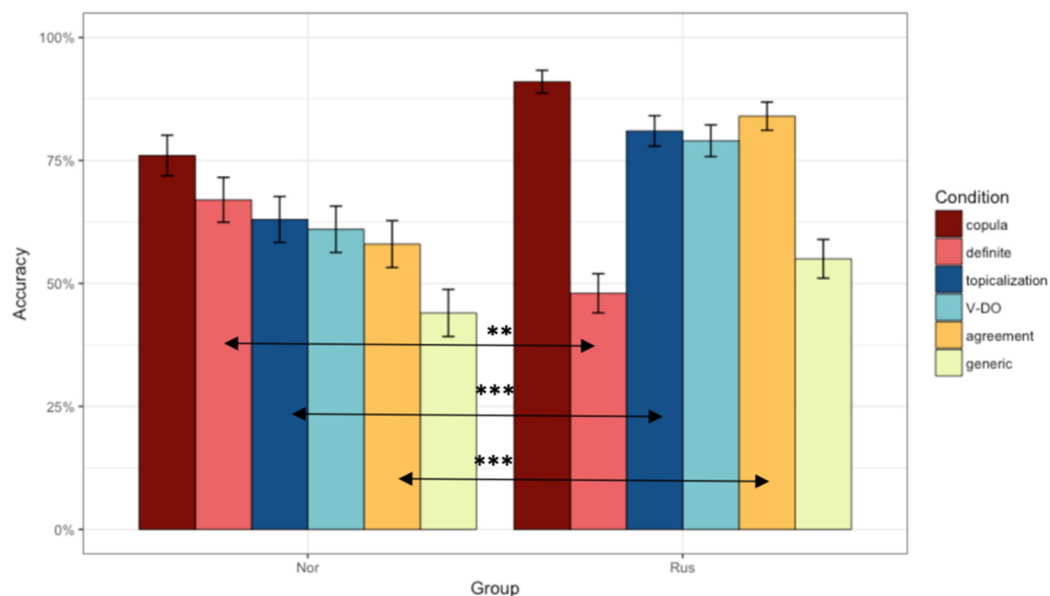


Figure 1: Mean accuracy by group and condition

The learnability of uninterpretable features in adult L2 Greek: Developmental and L1 effects

General

Keywords: Interpretability Hypothesis, grammatical gender, determiners

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Abstract: According to the Interpretability Hypothesis (IH, Tsimpli and Dimitrakopoulou, 2007), post-childhood L2 learners have access to the principles and operations of UG but cannot learn abstract features of lexical items which lack semantic content and are uninterpretable at the Logical Form (LF) of the language faculty, if these features do not exist in the L1 (e.g. the feature of grammatical gender). No learnability problems are anticipated regarding interpretable features (e.g. the feature of definiteness). While some studies support the IH, others do not (e.g. Agathopoulou et al., 2012; Chondrogianni, 2008; Dimitrakopoulou et al., 2004).

It has been suggested that in Greek, a language with a full article system, the definite article is a cluster “of agreement and case features, which are uninterpretable at LF”, unlike the indefinite article which carries the interpretable feature of definiteness (Tsimpli & Mastropavou, 2008, p. 144). In a previous study (Author & Author, 2017) we tested the IH in the acquisition of Greek definite and indefinite articles in oral data from a small number of post-pubertal learners of Greek who were of very advanced level of Greek proficiency and from a variety of L1s (articleless or with a full article system). Results were inconclusive regarding the validity of IH.

In the present study we further investigate the IH with respect to L2 Greek articles, as well as grammatical gender in oral data produced by 24 L1 Georgians, 24 L1 English and 24 L1 Albanian adults who had lived in Greece for a long time and were first exposed to Greek after puberty. Greek definite and indefinite articles inflect for gender, number and case agreement with the head noun. Georgian has no grammatical gender or articles, save for a numerical sometimes used as an indefinite article. In English there are both definite and indefinite articles, yet no grammatical gender. In Albanian there are definite and indefinite articles as well as grammatical gender. In order to explore developmental effects too, we further divided the participants into two groups of Greek language proficiency (intermediate and advanced/very advanced) based on results from an independent Greek proficiency test.

We will discuss data collected through four types of oral tasks: free discussion, picture description, giving instructions and sentence repetition. Preliminary results indicate L1 effects, developmental effects as well as task effects in the production of definite/indefinite articles as well as in marking grammatical gender on articles.

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Long-distance binding in L2 Portuguese

General

Keywords: long-distance binding, L2 Portuguese, L1 transfer

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Abstract: Introduction: The reflexive *si* in European Portuguese (EP) behaves as a local or a long-distance anaphor in biclausal sentences (e.g. *O pai_i acha que o bebé_j está a tocar em si_{ij}*? ‘The father_i thinks that the baby_j is touching self_{ij}’). This study investigates how knowledge of the locality properties of this reflexive develops in L2 grammars and, particularly, whether and how the learner's L1 influences the development of this knowledge. In the case of learners whose L1 only allows local binding, acquiring knowledge of long-distance anaphors involves moving from a more restrictive to a less restrictive grammar. Previous research on the role of L1 transfer in this domain has produced conflicting results: whereas some studies have failed to find evidence of L1 influence (e.g. Finer & Broselow, 1986; White et al 1997), other studies have revealed evidence for transfer-related developmental delays regardless of L1/L2 pairings (e.g. Yuan 1998; Domínguez et al 2012; Spehrlich 2013; Umeda et al 2017). However, long-distance reflexives appear to be ultimately acquirable (e.g. Finer & Broselow 1986; Thomas 1989). Given this background, our study addresses the following research questions: (i) Do learners of L2 EP transfer knowledge of binding properties from their L1? (ii) Do they develop knowledge of the binding properties of the reflexive *si*? (ii) Are there delays in the development of this knowledge?

Methodology: Participants: The participants in the study were adult learners of L2 EP on a study abroad programme in Portugal. Two variables were considered: L1 (Chinese, which displays long-distance binding, and Spanish, which does not) and proficiency level (intermediate and advanced). A control group of adult native speakers of EP was also tested. **Method:** We applied a truth-value judgement task to test learners' comprehension of *si* in embedded clauses, in the presence of two potential subject antecedents. The embedded verbs were *apontar* ‘point’, *tocar* ‘touch’, *disparar* ‘shoot’, *bater* ‘hit’ and *olhar* ‘look’, which facilitate an interpretation where the reflexive refers to a non-local antecedent. The variables tested were the position of the antecedent - local/non-local - and the type of context - indicative/subjunctive (because there is crosslinguistic variation regarding the domains in which long-distance anaphors may occur; e.g. Pica 1987). Hence, the task included four conditions, with 6 items each: (i) local antecedent in an indicative context (expected answer=true); (ii) long-distance antecedent in an indicative context (expected answer=true); (iii) local antecedent in a subjunctive context (expected answer=true); (iv) long-distance antecedent in a subjunctive context (expected answer=true). The test also included 16 false distractors. **Results and discussion:** Results indicate the presence of L1 effects. This is shown by the asymmetry between the Chinese learners, who, similarly to the native controls, show a strong preference for a long-distance interpretation, and the Spanish learners, who prefer a local antecedent for the reflexive. We observed a developmental effect in the increase in acceptance of long-distance antecedents found among the Spanish learners. There are no differences between indicative and subjunctive contexts. These findings are consistent with a Full Transfer/Full Access approach (Schwartz & Sprouse 1996), indicating initial L1 transfer of the binding properties of the reflexive and suggesting that knowledge of these properties, although acquirable, is delayed in the absence of similar properties in the L1. Given that the long-distance interpretation of the EP reflexive *si* is not taught explicitly in the language classroom and there is no direct evidence for it in the input, this phenomenon raises interesting questions regarding the role of the input and what constitute appropriate grammatical triggers in L2 acquisition (e.g. Judy & Rothman 2010), which will be discussed in the presentation.

Complementation patterns in the acquisition of English by native German speakers: Subject control, object control and object raising

General

Keywords: control structures, raising-to-object, SLA

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Abstract: There is a long tradition of research on how children acquire correct anaphoric relations and control of phonetically null elements in English infinitival complements (Chomsky 1969,) but surprisingly few have undertaken the task to investigate how complementation patterns develop intrinsically and, to our knowledge, even fewer experimental studies have been carried out with learners of EnglishL2. Object control structures (2) were found highly productive as opposed to subject control structures (1) both in L1 and in L2 research, albeit the interpretation of results showed substantial differences. According to Rosenbaum (1967) results could be explained by assuming that children apply a simple performance-based strategy, whereas others, such as Sherman&Lust (1993) or d'Anglejan&Tucker (1975) claimed that the difference lay in learners' representation of the given structures. Rosenbaum's Minimum Distance Principle was also challenged by works done on the learning problem associated with string identity, as illustrated in (2)-(3), although there has been no consensus reached on which structure is supposed to be the default case in children's representation (see Kirby 2011 vs Landau&Thornton 2011):

- (1) Peter_i promised Paul [PRO_i to sit still]. (subject control)
- (2) Peter told Paul_i [PRO_i to sit still]. (object control)
- (3) Peter wanted Paul_i [_{*t*}_{*i*} to sit still]. (raising-to-object)

Building upon the syntactic results of previous studies, the aim of the present study was to investigate how complementation patterns develop in EnglishL2 acquisition regarding three related types of complement structure illustrated in (1)-(3); the so-called subject control, object control and raising-to-object structures with *promise*, *remind/tell* and *want* as matrix verbs respectively. German has a counterpart structure to the English infinitival clause, the *zu*-infinitive, employed when producing sentences which correspond to the ones in (1)-(2). Nonetheless, *zu*-infinitives in raising-to-object structures (3) are completely absent in German. Hence, with this study we wanted to explore if the apparent surface similarity of the English structures posed a learning problem for GermanL1 speakers and if acquisition patterns could be argued to reflect acquisition patterns attested in EnglishL1 studies or followed their own course, perhaps influenced by the native language.

We examined elicited production data collected from a group of GermanL1 learners of EnglishL2 (N=37) at two levels of English proficiency (high and mid), independently measured prior to study by the standardized Michigan test. Stimulus sentences included ditransitive control predicates in the matrix clause, which varied according to their control property (subject vs. object control and raising-to-object) and according to the type of complement (finite and infinite).

Results show, on the one hand, that GermanL1 learners imitate complement type sentences with *promise* and *remind* as matrix verbs equally well, but, against our expectation, perform significantly weaker on producing infinitival complements to the matrix verb *tell*. On the other hand, infinitival structures seem to be more productive in raising-to-object structures, although correct production of this sentence type seems to emerge decidedly later in general. It appears then that the development of complementation patterns in English

L2 follows a specific path for GermanL1 learners, which is shaped by syntactic and semantic clues available to them. Moreover, development patterns have been found different from what would be expected if influenced exclusively by L1.

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Writing in a non-alphabetic language via keyboard: An empirical study on online revision behaviours in Chinese L1 and L2

General

Keywords: Revision behaviours, non-alphabetic language writing, L1 and L2 users of Chinese

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Abstract: Revision, a major construct in models of writing, is an essential skill for writers to develop. So far, however, few studies have examined the revision behaviours in non-alphabetic language writing. It also remains unclear how revisions may relate to text quality. Adopting Rijlaarsdam and Van Den Bergh's (1996) writing model and Stevenson et al.'s (2006) multi-dimensional revision taxonomy as theoretical bases, this study aimed to address these gaps by investigating the revision behaviours of L1 and L2 writers of Chinese at different writing stages (e.g. beginning, middle, end) and their links to text quality.

The participants were 32 Chinese L1 and 32 Chinese L2 users, who completed two narrative and two argumentative writing tasks counterbalanced across participants. While writing, their keystrokes were logged using *Translog II* (Carl, 2012). Based on the last writing task they performed, the writers were asked to describe their thoughts about each revision they carried out. Analysing the revision behaviours involved identifying all revisions in the keystroke data and coding them in terms of (i) whether the revision was made within a word, to a word, to a clause, or to a larger unit, (ii) whether the revision was made at the point of inscription or to the already-written text, and (iii) whether it entailed a change to Pinyin or Chinese characters. The stimulated recall comments were categorised according to the orientation of the revisions, that is whether they focused on content or language. To capture the dynamism of the writing process, the whole writing period was divided into five equal intervals for each task. Both keystroke log and stimulated recall data were analysed for each interval and the whole writing period. Text quality was determined via ratings, which were carried out by two independent raters using a holistic rating scale. A series of mixed effects models were run to compare the revision behaviours and their relationships to text quality across Chinese L1 and L2 writers at different writing stages.

The results indicate that compared to L1 writers of Chinese, L2 writers revised more often to smaller chunks of the text (i.e. within a word and to a word). They also made more frequent changes to Pinyin and proportionally more language-oriented revisions. Both L1 and L2 writers of Chinese revised more frequently at the point of inscription than to the already-written text. Only a small stage effect was found for revision behaviours in both L1 and L2 writing, setting apart Stage 1 and/or Stage 5 from the middle stages. No significant relationships were observed between text quality and revision behaviours overall, by writing stage, or across L1 and L2 users.

The findings will be discussed with reference to previous research on alphabetic language writers. I will additionally discuss the advantages and challenges of using keystroke-logging combined with stimulated recall to study non-alphabetic language writers.

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When: 2019-08-30, 14:15 - 14:45, Where: B251

Emergent literacy in L2 with sign language : writing strategies in written French for 5-year-old deaf signers.

General

Keywords: emergent literacy, written French, deaf signers

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Abstract: This paper presents a study of very young deaf children whose mother tongue is French Sign Language (LSF) in the early stages of acquiring written French (L2 for the deaf).

Numerous studies have examined the early stages of writing English by young American deaf children (William, 2004; Herbold, 2008). No equivalent study has been conducted so far on French deaf children who speak LSF.

Our aim is to shed light on the difficulties facing many of the deaf in mastering writing skills, taking into account the influence of linguistic, but also sociolinguistic, didactical and pedagogical factors. We seek to better understand the preferred strategies of very young deaf children during their first experiences of literacy. The study adopts an original theoretical framework combining emergent literacy (Williams, 2004) and the semiological model of sign language (Cuxac, 2000), and based on a multimodal corpus consisting of observations of four profoundly deaf 5-year-olds. The children were enrolled in a large kindergarten, in 2 different types of classes: a bilingual LSF/written French class, and a class of a medical and social centre. This corpus consists of invented spelling test (Fijalkow, 2007), meta-graphic interviews with the children (David, 2008), interviews with their parents and filmed observations of classroom activities related to reading and writing.

In this paper, we focus on the written productions of 2 of the children, articulated with the classroom videos. The children's parents are deaf signers of LSF. The children themselves are in a bilingual LSF/written French class, where teaching is entirely in LSF. The children were given an invented spelling test, involving the writing of 6 words, once a month for 7 months. The test took place in their classrooms, followed by a brief meta-graphic interview (both filmed).

The main results obtained parallel those of prior studies on ASL-signing children (noted above), showing that in the absence of reference to oral French, the children use primarily visual strategies when writing, constantly relying on their knowledge of LSF. While their productions are original, they show non-linear progression, like hearing children of the same age and school level. More generally, analysis of the children's interviews and their interactions with their peers and teachers during classroom activities shows that they already have a good knowledge of the alphabetical writing system and of written language as a communicative tool.

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When: 2019-08-30, 14:45 - 15:15, Where: B251

Measurement of functional adequacy in different learning contexts: Rationale, key-issues and future perspectives

General

Keywords: functional adequacy, assessment, varied learning contextx

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Abstract: Functional adequacy, as a multi-layered construct, is viewed from the perspective of task-based language teaching and assessment (TBLA) and defined as successful task completion in relation to Grice's (1975) conversational maxims of quantity, relevance, manner and quality. Based on these theoretical underpinnings, a six-point rating scale for measuring functional adequacy, as a crucial dimension of L2 performance has been proposed (Kuiken & Vedder, 2017, 2018). The rating scale has recently been tested out in different experimental studies, on the basis of oral and written samples of native and non-native writers of various target and source languages (e.g. Dutch, Italian, Spanish, English), on the basis of different language tasks, and judged by both expert and non-expert raters (Kuiken & Vedder, 2017, 2018).

The goal of the paper is two-fold: to address the applicability of the rating scale for functional adequacy in different learning contexts, and to discuss perspectives and related challenges for L2 research and practice. The paper first discusses the applicability of the rating scale in relation to:

- i) task modality (oral vs written performance);
- ii) task type (narration, instruction, decision-making);
- iii) different source and target languages (e.g. Dutch, Italian, Spanish, English);
- iv) L2 vs L1;
- v) different levels of L2 proficiency (A2-C1).

Based on these findings, it can be concluded that the scale is a reliable instrument for assessing the functional adequacy of written and spoken performance.

Next, future perspectives and challenges for SLA research will be addressed in the talk:

- i) standardisation and/or adaptation of the rating scale, in relation to learning context, target language, task type, task modality;
- ii) the need to standardise methodology, rater training, and data analysis, in order to assure comparability of studies;
- iii) the relationship between functional adequacy and CAF.

Also pedagogical issues for classroom practice will be discussed, such as the implications for teacher training and the use of the rating scale as a diagnostic tool, not only by teachers, but also as a tool for self-assessment by learners.

Linear and Syntactic Distance in Processing S-V Agreement in the L2

General

Keywords: second language processing, agreement, lexical cues

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Abstract: In sentences with a complex subject (e.g., the key(s) to the cabinet(s)) number mismatch between the local noun (the cabinet(s)) and the head noun (the key(s)) results in errors in production and in slow-down in processing of the verb, especially when the local noun is plural, for both L1 (Bock & Miller, 1991; Franck et al., 2002) and L2 speakers (e.g., Jiang, 2004). This study, with Turkish learners of English, investigated whether linear or syntactic distance affected processing subject-verb number (S-V) agreement in the L2.

Method: Two eye-tracking experiments (Experiments 1, 2) and a pen-and-paper gap-fill task (Experiment 3) were performed. Experimental sentences were declarative with complex subject NPs made of one head noun (singular in Experiment 1, plural in Experiment 2) and two post modifying PPs. The number feature of the middle (N2) and the local noun (N3) was manipulated, creating four conditions (see Table 1). In Experiment 2, singular nouns were modified by the numeral *one* to make them marked (Eberhard, 1997) and to test the effect of lexical cues. Experiment 3 had the same complex subjects as in Experiments 1&2 but with gaps in the *copula be* position. The participants (95 in total, Turkish native speakers) had advanced proficiency in English. 48 participants took part in Experiment 1; 47 participated in Experiment 2. All participated in Experiment 3.

Results: In Experiments 1&2 six eye-tracking measures were entered into mixed-effects linear/logistic regression analyses for the critical region (verb) and spill-over region (two words following the verb). No mismatch conditions (SSS and PPP) were the baseline and the other conditions were compared to them. In Experiment 1, participants showed sensitivity to linear distance (N3 MM) for three measures (total duration (marginal significance) and rereading duration t 's > 1.91 , p 's $\leq .05$, probability of regression out $z = 2.47$, $p < .05$) in the critical region and for one measure (first-pass reading time $t = 2.19$, $p < .05$) in the spill-over region. In Experiment 2, participants showed sensitivity to linear distance (N3 MM, first fixation and gaze duration measures, t 's > 2.35 , $p < .05$), syntactic distance (N2 MM, gaze duration, $t = 1.99$, $p < .05$) and to both (Total MM, for five measures excluding rereading duration, t 's > 2.01 , p 's $< .05$, $z = 1.98$, $p < .05$) in the critical region; they showed sensitivity to N3 MM (regression path duration, $t = 2.15$, $p < .05$) in the spill-over region (see Table 2). In Experiment 3, participants completed the sentences correctly 98.6% of the time.

Conclusion: When there are no lexical cues (Experiment 1), Turkish learners of English are sensitive to linear distance, unlike native speakers who were sensitive to syntactic distance for similar constructions (e.g., Franck et al., 2002). This may be because L2 learners are more prone to interference during memory retrieval (Cunnings, 2017). When provided with lexical information (i.e., *one* in Experiment 2), making the mismatching noun marked (Eberhard, 1997), they show sensitivity to both linear and syntactic distance, suggesting that L2 speakers can do complex syntactic processing, similar to native speakers, when semantic cues are present (Cunnings, 2017). Their enhanced sensitivity to lexical cues confirms previous findings on L2 speakers' increased reliance on lexicosemantic cues compared to L1 speakers (Felser, et al., 2003).

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Table 1: Examples of experimental items (S: singular, P: plural, MM: number mismatch between one of the intervening nouns and the head noun)

Example items in Experiment 1	Example items in Experiment 2
SSS, No MM: The daughter of the author of the book was pleased with the Nobel Prize.	PPP, No MM: The boys with the posters of the actresses were happy in the movie premiere.
SPS, N2 MM: The daughter of the authors of the book was pleased with the Nobel Prize.	PSP, N2 MM: The boys with one poster of the actresses were happy in the movie premiere.
SSP, N3 MM: The daughter of the author of the books was pleased with the Nobel Prize.	PPS, N3 MM: The boys with the posters of one actress were happy in the movie premiere.
SPP, Total MM: The daughter of the authors of the books was pleased with the Nobel Prize.	PSS, Total MM: The boys with one poster of one actress were happy in the movie premiere.

Table 2: Mean values for four conditions with standard errors in parentheses for six standard eye-tracking measures in Experiment 1 & Experiment 2 (Expt: Experiment; CR: Critical Region, SR: Spill-over Region; Tot: Total)

		Expt 1		Expt 2	
		CR	SR	CR	SR
		Mean (SE)	Mean (SE)	Mean (SE)	Mean (SE)
First Fixation	No MM	221 (6.51)	230 (5.27)	217 (4.85)	235 (4.71)
Duration	N2 MM	214 (6.62)	232 (5.51)	227 (5.86)	233 (4.44)
(ms.)	N3 MM	227 (6.66)	233 (6.19)	232 (5.7)	241 (5.38)
	Tot MM	207 (5.84)	226 (4.82)	235 (5.9)	231 (4.88)
Gaze /First	No MM	224 (6.56)	285 (9.12)	226 (5.3)	282 (7.54)
pass	N2 MM	217 (6.83)	303 (10.1)	248 (8)	286 (8.3)
Duration	N3 MM	239 (7.64)	307 (10.1)	253 (8.4)	301 (9.42)
(ms.)	Tot MM	212 (6.09)	292 (8.86)	249 (6.93)	285 (8.86)
Regression	No MM	274 (24.4)	348 (23.2)	266 (21.3)	308 (14.6)
Path	N2 MM	266 (17.5)	359 (22.5)	300 (25.1)	309 (21.8)
Duration	N3 MM	316 (23.4)	331 (13.4)	303 (21.4)	357 (21)
(ms.)	Tot MM	252 (14.2)	340 (17.3)	340 (32.6)	321 (16.3)
Rereading	No MM	56.8 (11.9)	156 (16.6)	87.9 (12.7)	126 (14)
Duration	N2 MM	74.6 (14.4)	178 (20.7)	91.1 (14.1)	141 (15.9)
(ms.)	N3 MM	105 (16.9)	162 (20)	79.1 (13.1)	149 (16)
	Tot MM	66.8 (13.8)	146 (16.1)	103 (13.2)	137 (13.6)
Total	No MM	274 (11.5)	443 (18.5)	307 (11.8)	390 (13.7)
Duration	N2 MM	299 (13.9)	460 (21.1)	313 (12)	386 (12.6)
(ms.)	N3 MM	312 (14)	441 (17.9)	320 (11.9)	401 (13.9)
	Tot MM	264 (11.9)	444 (19.3)	347 (13)	407 (14.6)
Probability of	No MM	.057 (.023)	.076 (.019)	.045 (.017)	.0463 (.013)
Regression	N2 MM	.113 (.03)	.065 (.017)	.077 (.021)	.0488 (.014)
Out (ms.)	N3 MM	.161 (.034)	.088 (.02)	.0802 (.022)	.0702 (.016)
	Tot MM	.080 (.027)	.095 (.02)	.103 (.023)	.0751 (.017)

Processing of English-German Translation Ambiguity: Evidence from Primed Translation Recognition

General

Keywords: translation ambiguity, translation recognition, priming

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Abstract: It is a predominant phenomenon across languages that a word in one language may have more than one corresponding translation in another. Research has found that translation ambiguity has a negative effect on the speed and accuracy of language processing in both beginning L2 learners and proficient bilinguals (Degani et al., 2016; Eddington & Tokowicz, 2013; Elston-Güttler et al., 2005; Laxén & Lavour, 2010). The present study builds on Eddington and Tokowicz (2013) who investigated translation ambiguity between English and German using an L1 to L2 (forward) primed translation recognition task with native English speakers learning German as an L2. In contrast, we explored translation ambiguity in the backward translation direction from L2 English to L1 German, aiming at gaining a better understanding of how a single word context – in the form of an English prime – and semantic similarity and dominance of possible German translations affect the processing of translation-ambiguous English words. Twenty-one German-English bilinguals (*mean age* = 22.5; *SD* = 3.5; students of English at the University of Münster) were shown English-German word pairs that were preceded by a semantically related (*tree – trunk – Stamm*) or unrelated (*host – money – Geld*) English prime and had to decide whether the word pairs were correct translations. Predictions, based on previous research and models of bilingual language processing, were the following: Firstly, translation-ambiguous words would be processed slower and less accurately than unambiguous words. Secondly, a related prime would facilitate and speed up processing of the word pairs. Thirdly, dominant translations would be processed faster and more accurately than subordinate ones. Lastly, translation-ambiguous words with two semantically similar translations would be responded to faster and more accurately than ambiguous words with two semantically unrelated translations (Revised Hierarchical Model of Translation Ambiguity; Eddington & Tokowicz, 2013; Modified Distributed Conceptual Feature Model; Laxén & Lavour, 2010). In line with the predictions, the results revealed an overall ambiguity effect on RT and accuracy, while priming effects were non-significant. As expected, ambiguous words with two related translations were responded to faster and more accurately than those with unrelated translations. Similarly, dominant translations were processed faster and more accurately than subordinate translations. A significant correlation between the students' English proficiency scores (LexTALE, Lemhöfer & Broersma, 2013) and their average performance on subordinate translations ($r = .51, p = .02$) indicates that L2 proficiency plays a decisive role in the processing of translation ambiguity in this group of bilinguals. To further explore the influence of L2 proficiency on translation ambiguity processing, there is ongoing data collection with students who are not enrolled in English language programs and should thus exhibit lower L2 proficiency.

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Anticipation of turn-taking in native and non-native speakers: Evidence from eyetracking

General

Keywords: turn-taking, sentence processing, eye-tracking

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Abstract: Switching between listening and speaking during natural conversations (turn-taking) typically takes place smoothly and quickly, with, on average, a mere 200 ms gap between turns (Stivers et al., 2009). It has been argued that this implies that listeners are able to predict when the current speaker's turn will end, presumably by predicting the remaining content of the current utterance (Magyari & de Ruiter, 2012). There is debate, however, whether and under which conditions such detailed linguistic predictions do indeed occur during language processing, both in native (e.g. Kuperberg & Jaeger, 2016) and non-native language users. The available studies comparing non-native to native listeners and readers converge in showing less or no prediction during non-native language processing (see Kaan, 2014, for an overview). These studies, however, have focused on the use of various morphosyntactic cues during sentence processing, and have not looked at turn-taking.

Against this background, the current study focused on the anticipation of turn-taking during the perception of conversations in native and non-native listeners. 20 native speakers of German and 20 French learners of German at intermediate or high levels of proficiency watched a picture of a male and a female potential speaker, represented by playmobile figurines, while listening to pre-recorded conversations between a male and a female speaker. Each participant listened to 27 dialogues, each consisting of 9 turns. The number of utterances within each turn was variable. Importantly, there were two versions of each dialogue, which differed from each other in that utterances preceding turn-taking were interrogative in one version and declarative in the other, and vice versa for other utterances. Apart from this manipulation, the dialogues were identical and the declarative and interrogative versions of the critical utterances were matched as closely as possible regarding their content (see Table 1 for the beginning of a dialogue).

We recorded eyetracking-data while participants listened to the dialogues and looked at the pictures. Results showed, first, that both native and non-native listeners predominantly looked at the figurine representing the current speaker. Anticipatory gazes to the other figurine occurred shortly before or at turn-end and during gaps between turns. Anticipation was much more pronounced, but did not occur earlier, for interrogative compared to declarative utterances. Against expectations, non-native listeners showed more and earlier anticipatory gazes and a stronger difference between the interrogative and the declarative condition than native listeners.

We conclude that the often-observed tendency of non-native language users to display less anticipation during language processing does not hold under all circumstances. During the perception of the current dialogues, where multiple cues to turn-ends were available, non-native listeners clearly engaged in anticipatory processing. The earlier occurrence of anticipatory gazes in non-native compared to native listeners may be interpreted as reflecting less precise predictions of the exact time point of the turn-end. Finally, the more pronounced reaction to the difference between interrogative and declarative utterances suggests a different weight of this cue in the two groups.

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Speaker	Version 1	Version 2
Male	<p>Ich habe mir gestern in der Stadt ein tolles Buch gekauft! Ich war in dem neuen Buchladen.</p> <p><i>(I bought a great new book yesterday! I was in the new bookstore)</i></p>	<p>Ich habe mir gestern in der Stadt ein tolles Buch gekauft! Warst du schon in dem neuen Buchladen?</p> <p><i>(I bought a great new book yesterday! Have you been to the new bookstore?)</i></p>
Female	<p>Den kenne ich noch nicht. Ich mag den Buchladen hier um die Ecke sehr gern. Die Verkäufer haben mir schon klasse Bücher empfohlen. Lässt du dich bei Büchern gerne beraten?</p> <p><i>(I do not know the store yet. I like the bookstore around the corner. The salespeople have recommended great books to me. Do you like to get recommendations when buying books?)</i></p>	<p>Den kenne ich noch nicht. Ich mag den Buchladen hier um die Ecke sehr gern. Die Verkäufer haben mir schon klasse Bücher empfohlen. Ich lasse mich bei Büchern gerne beraten.</p> <p><i>(I do not know the store yet. I like the bookstore around the corner. The salespeople have recommended great books to me. I like to get recommendations when buying books.)</i></p>
Male	<p>Ich stöbere lieber selbst.</p> <p><i>(I prefer to look around by myself)</i></p> <p>[...]</p>	<p>Ich stöbere lieber selbst.</p> <p><i>(I prefer to look around by myself)</i></p> <p>[...]</p>

Table 1: The first two turns of an experimental dialogue in the two conditions.

L1 grammatical gender transfer during L2 English pronoun processing

General

Keywords: grammatical gender, online pronoun processing, language shift

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Abstract: This study tests whether L1 German learners activate German grammatical gender agreement while processing L2 English. Research on the bilingual mental lexicon has shown that all languages are activated simultaneously and compete for selection (Dijkstra & van Heuven, 2002). As gender is a lexical syntactic information at a lemma level (Levelt, Roelofs, & Meyer, 1999), we assume that bilinguals will also activate gender non-selectively. Most of the studies have focused on L2 gender prediction, but what is still fairly unexplored is the L1 activation of gender in a L2 non-gendered language. The current study builds on previous research on gender agreement and reports two eye-tracking experiments, in a (1) monolingual English context and a (2) German-English language shift context.

The first study tested 33 L1 German learners of English. The experiments used were a lexical decision task (LDT), a picture naming task (PNT) and a visual world eye-tracking task. In the third task, German-English bilinguals were presented with a visual scene (Figure 1) while listening to a short discourse in English (e.g. *The banana will be peeled by the doctor. It/She is across the table*). Inanimate target nouns differed in terms of *word type* (cognate vs. non-cognate) in order to test if the higher orthographic overlap is an important factor during L1 gender activation. Participants were expected to fixate the inanimate objects more when the object and the pronoun share the same gender (i.e. gender congruency: *she*_{FEM}-*Banane*_{FEM}) and when there is meaning and form overlap between L1 and L2 nouns (i.e. cognates: *banana* vs non-cognates: *spoon*). Although participants showed L1 lexical activation through cognate facilitation in the LDT and PNT, there was no activation of L1 gender visible in the eye-tracking experiment, i.e. the difference in proportion of looks between nouns that matched and mismatched in gender was not significant.

Considering that there was no effect when we looked at gender activation of the L1 in Exp. 1, the aim of Exp. 2 was to explore if increasing top-down activation of gender would make a difference. In Exp. 2, 24 L1 German learners of English were tested. The same materials as in Exp. 1 were used, with the only difference in the critical items, where the first sentence was always presented in German in order to pre-activate the L1 grammatical gender more strongly (*Die Banane*_{FEM} *würde von der Ärztin geschält. She is across the table*). Similarly to Exp. 1, participants showed cognate effects in the LDT and PNT. This time around, in the visual world paradigm, participants seemed to activate their L1 grammatical gender, but only in the case where there is meaning and form overlap with the items. This was visualized by a higher proportion of looks to the object when cognates matched in gender with the pronoun, than when they mismatched (Figure 1). However, this effect was not found with non-cognates. Together, these findings show support for the non-selective L1 gender activation in L2 pronominal reference resolution. However, L1 gender activation occurs only under specific circumstances.

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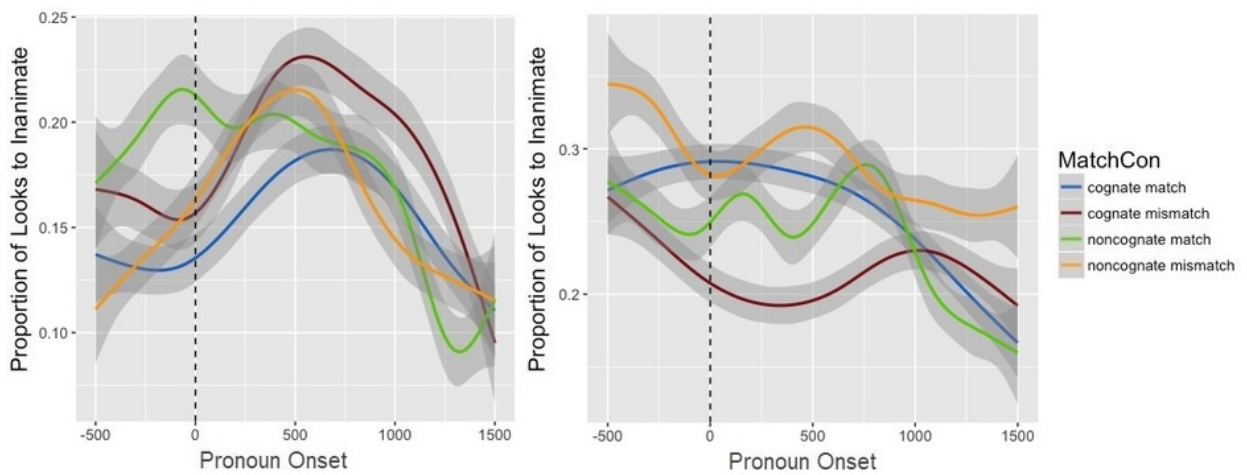
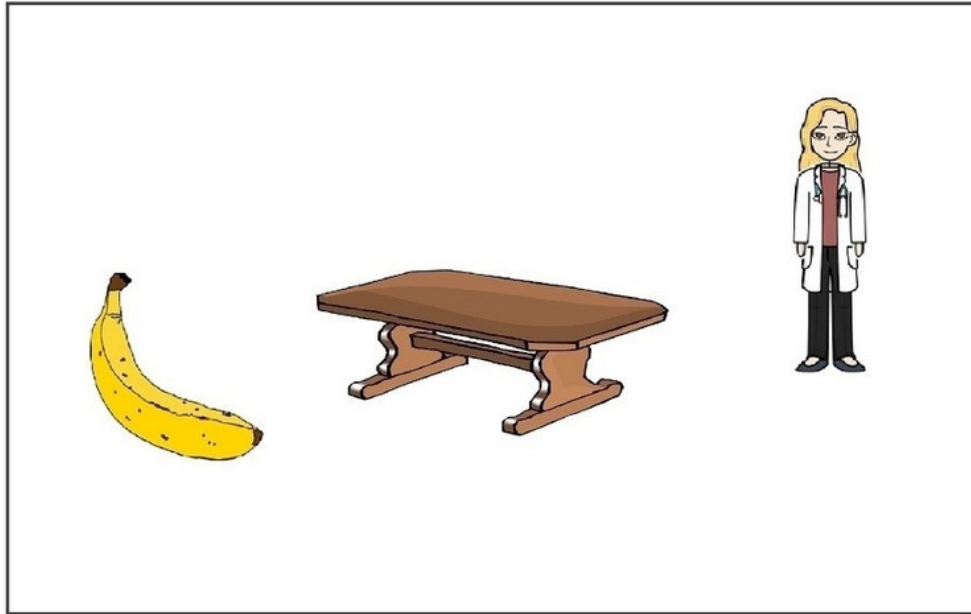


Figure 1. Example of a display during the visual world paradigm (top) and proportions of looks to the inanimate object (bottom; Exp. 1 left, Exp. 2 right).

Predictive processing of gender in Welsh-English bilinguals

General

Keywords: Gender processing, bilingualism, Welsh

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Abstract: The role of prediction in the processing of gender in second language acquisition has garnered increasing interest in recent years (Grüter et al, 2012; Hopp, 2016). While the same system is thought to underscore both L1 and L2 gender processing, the latter is more cognitively demanding and subject to greater working memory effects (Cunnings, 2016; Sagarra & Herschensohn, 2010). Much previous work on predictive gender processing has concentrated on languages such as French, German and Spanish – all of which clearly mark gender on the determiner. To date, there has been a lack of investigation into minority languages such as Welsh. Welsh has a binary gender system that is mainly viewed post-nominally through adjectival agreement and consonant-initial mutations. However, it is possible to test gender predictively through the use of the cardinal number 2, as it has both masculine and feminine forms, e.g:

Dau gar (two-MASC car/cars-MASC)

Dwy bont (two-FEM bridge/bridges-FEM)

As Wales is a bilingual country with extensive influence from [-gender] English, our research questions are:

Do Welsh-English bilinguals make use of grammatical gender information in Welsh?

Do the following individual factors; dominance, proficiency, age of acquisition, length of exposure and working memory affect the predictive processing of gender?

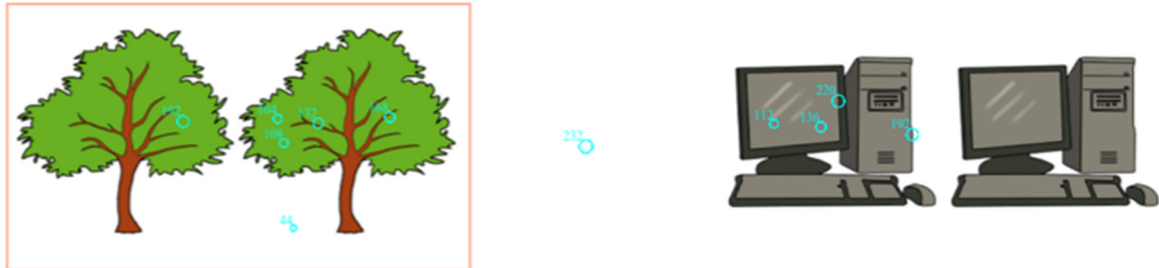
A battery of tasks was administered including the Bilingual Language Profile (BLP), Trail Making Test Parts A & B as a measure of attention/central executive control (Salthouse, 2011), a visual-world eye-tracking task (see Figure 1), English and Welsh cloze tests and an off-line vocabulary task, in which participants had to pick the correct number '2' to match with the noun. Data were collected from 22 participants (15 females; age range 19-55, $M=31$ years) who self-reported as fluent Welsh and English bilinguals.

Results from the vocabulary task showed a wide range of results from 40-100% ($M=$, $SD=$), where Initial overall results from the visual world task show that only 3/22 Welsh-English bilinguals use gender predictively. However, when we controlled for only those items that the participant had correct on the vocabulary test, the number of participants using gender predictively dropped to 2/22. Statistical analyses showed that the only common individual variables are length of exposure and home language, and could be identified as predictors of predictive processing, yet these variables were not unique to these two individuals. Although some participants use gender predictively, the present findings suggest that Welsh/English bilinguals are influenced by [-gender] English and that gender may not be used in a facilitative way to anticipate upcoming information in Welsh.

We hypothesize two possible reasons for this: firstly, as gender marking is largely indirect and overt, it is not facilitative to use gender predictively in Welsh (*per se*) or secondly, the lack of prediction is due to cross linguistic influence from [-gender] English. We will discuss the implications of these results for Welsh, Welsh education and future areas of interest.

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(two trees – (W) ddwy goeden (f))

((E) two computers – (W) ddau gyfrifiadur (m))

Figure 1. Different gender trial. ‘Ble mae’r ddwy goeden?’ / ‘Where are the two trees?’

The role of formal and semantic gender cues in the acquisition of German as an early L2 by L1 Russian children

General

Keywords: child L2 acquisition, cues, gender

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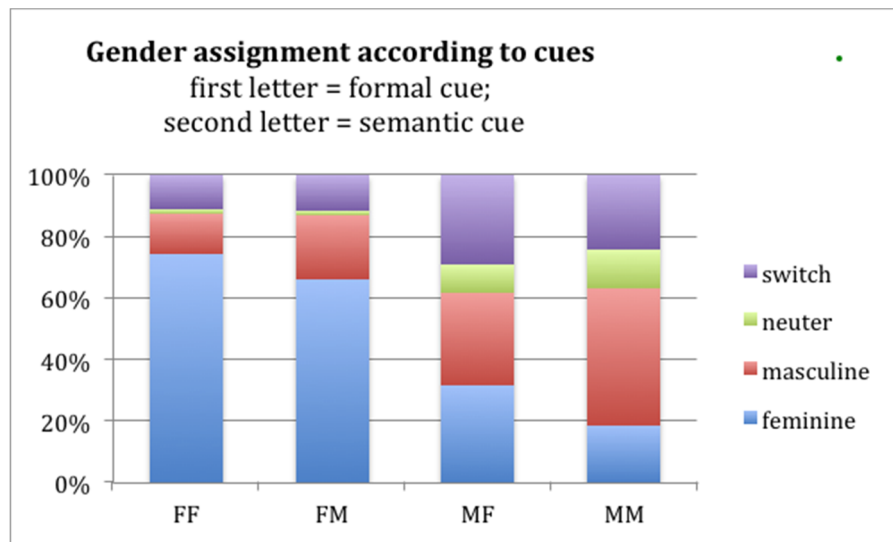
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Abstract: We investigate the role of formal and semantic cues in the acquisition of grammatical gender in German as an early L2 by German-Russian bilingual children. It has long been noted that children make use of formal (phonological and morphological) cues from a relatively early age, at least in languages in which formal cues are transparent, even when natural gender cues are also available (e.g., Karmiloff-Smith 1979 for French, Bottari et al. 1993/94 for Italian, Kuchenbrandt 2005, Perez-Pereira 1991 for Spanish, Rodina & Westergaard 2015 for Russian). Artificial language learning experiments confirm that, compared to adults, children are biased to attend to formal rather than semantic cues (Culbertson 2018).

Gender assignment in German may be considered semi-transparent. There are some formal cues with a high reliability (e.g. disyllabic nouns ending in schwa are feminine), but for some nouns assignment is based on semantic fields, and there are also nouns for which gender assignment is opaque. Whether or not German-learning children prioritize formal over semantic cues or vice versa has been discussed controversially (cf. Wegener 1995 vs. Mills 1986, Szagun et al. 1997). In early bilinguals, the acquisition of grammatical gender can be accelerated or delayed, depending on the languages in contact (e.g. Kupisch et al. 2001, Egger et al. 2017). The goal of the current study is to find out whether bilinguals rely on semantic cues to a higher degree than monolingual children do, because they have to master two different assignment systems with different degrees of formal transparency.

Our study is based on an experiment with characters whose appearance suggests that they are either male or female. Each character is introduced with a nonce noun, but without articles or adjectives to avoid structural cues for assignment. Children were trained to use the noun in the template *This is a/the big/small X*, twice in an indefinite and once in a definite structure. There were four conditions: Nouns in condition 1 and 2 formally cued for feminine gender (e.g. *Fruxe*, a noun ending in a schwa), but in condition 1 (FF), the noun was introduced together with a female-looking character and in condition 2 with a male-looking character (FM). Conditions 3 and 4 contained nouns that were formally biased towards masculine (e.g. *Sponk*, a monosyllabic noun ending in nasal+consonant), in harmony with the semantic cue in condition 3 (MM) and clashing with it in condition 4 (MF). After the experiment, the children were asked which of the characters were boys or girls to ensure they recognized the intended natural gender. 55 bilingual German-Russian children (ages 3-8) and 15 monolingual German children were tested.

The results for the bilingual children (see Figure) showed the following: First, children were more sensitive to formal cues than to semantic ones (here: natural gender), and they were more successful at recognizing formal cues for feminine gender than for masculine gender. Second, assignment was more successful when formal and semantic cues coincided; when formal and semantic cues clashed, there was a bias towards formal cues. Third, the children sometimes switched genders between their three productions of the same noun, but switches were more likely to occur with formally masculine stimuli (even when these were consistent with the natural gender cue) than in the gender clash conditions, indicating the strength of the formal cue for feminine gender. The tendency to assign grammatical gender based on natural gender increased with age. Finally, monolingual children showed the same tendencies, suggesting a qualitatively similar behaviour in the two groups. The results disconfirm the idea that bilingual children rely more on semantic cues when acquiring two formally different assignment systems simultaneously.



The effects of repetition and typographic enhancement in incidental and intentional acquisition of multiword expressions from audio-visual input

General

Keywords: multiword expressions, multimodal input, incidental learning, intentional learning

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Abstract: Current evidence points to the usefulness of multimodal input, such as captioned videos, in enhancing second language (L2) learners' knowledge of single words (see Montero Perez et al., 2013, for meta-analysis). However, no study has investigated whether the same benefit may apply for the learning of multi-word expressions (MWEs). Thus far, studies on incidental MWE learning mostly concern uptake through written input. Such studies have attested to the positive effects of typographic enhancement (Choi, 2017; Sonbul & Schmitt, 2013), especially when combined with repetition (Szudarski & Carter, 2016). This study aims to expand this line of investigation by assessing the effects of these variables in the context of multimodal input. Specifically, this study investigates the efficacy of typographically enhanced captions and repeated viewing in fostering L2 learners' MWE uptake. In addition, this study looks at the effects of these variables under two learning conditions, incidental and intentional learning. Following Nation and Webb (2011), a forewarning of a vocabulary test is used to differentiate the two learning conditions.

This study involved the participation of 126 L2 English learners, and it consisted of two phases. In the incidental learning phase, the participants viewed a video containing the first set of 18 MWEs without receiving prior announcement about a vocabulary test. In the second phase, the same participants were forewarned of a vocabulary test, before watching another video containing the second set of 20 MWEs. The target MWEs in both videos consisted of items such as idioms, multiword verbs and speech formulae. In both phases, the participants watched the respective videos under one of these six conditions: once/twice without captions; once/twice with normal captions; once/twice with enhanced captions. Knowledge of MWEs was measured using a gap-fill test, which was administered at three different time points: two weeks before viewing the video, immediately after viewing the video, and two weeks after viewing the video. Participants' learning gains between pretest and immediate and delayed posttest were then analysed using mixed-effects modelling.

Results of the first phase revealed trends that were consistent with literature on incidental learning. Firstly, typographic enhancement led to the highest learning gains. In addition, repeated viewing led to superior MWE knowledge across all caption conditions. In the intentional learning phase, however, repetition was no longer a significant predictor of learning gains. In other words, when learners are aware a test will follow, exposing them to target MWEs either once or twice appears to make little difference for the learning outcomes. Taken together, these findings have the potential to inform pedagogical practices that involve authentic multimodal resources in the context of both incidental and intentional learning conditions.

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Vocabulary learning through subtitled video viewing as mediated by language aptitude: The case of EFL beginner learners at Primary school

General

Keywords: Language aptitude, vocabulary learning, video viewing

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Abstract: An increasing body of research suggests that exposure to video viewing, either with or without textual support, can be beneficial for different facets of foreign language learning (Vanderplank, 2010), namely vocabulary acquisition (Peters & Webb, 2018) and listening comprehension (Winke, Gass, & Sydorenko, 2010). Besides, research has also tried to shed more light on the role that individual differences play on such processes. However, it has mostly looked at the effects of proficiency and vocabulary size (Peters, Heynen, & Puimège, 2016), scarcely researching the mediating effect of language aptitude, even if two of its components (i.e. sound-symbol association and memory capacity) are said to be linked to vocabulary learning (Kormos & Sáfár, 2008).

This paper studies the effects of language aptitude and exposure to subtitled TV series in 40 Catalan / Spanish Grade 6 EFL beginner learners, who were randomly allocated to two groups: experimental (EG) and control (CG). Both groups were pre-taught a series of target words (TWs) on a weekly basis and for a whole academic year. The EG was additionally exposed to twenty-four L1 subtitled episodes of a TV series containing the TWs. In order to compute for lexical gains, all learners were tested on their knowledge of both TWs' forms and meanings through pre- and post-tests at the beginning and the end of each term. Language aptitude was measured using the MLAT-EC (Suárez, 2010).

Results reveal that the fact that the EG learned more TWs than the CG was a constant throughout the academic year. However, significant differences between conditions only arose in the third term (see Figure 1). Statistical analyses also show that language aptitude, especially MLAT-EC Part 4 (i.e. rote-memory), seems to be more related to the learning process undergone by the EG; it being unconnected to the results of the CG. Results will be discussed in connection with dual-coding and multimedia learning theories (Mayer, 2009; Paivio, 1986, 2007) and in relation to how language aptitude contributes to vocabulary learning.

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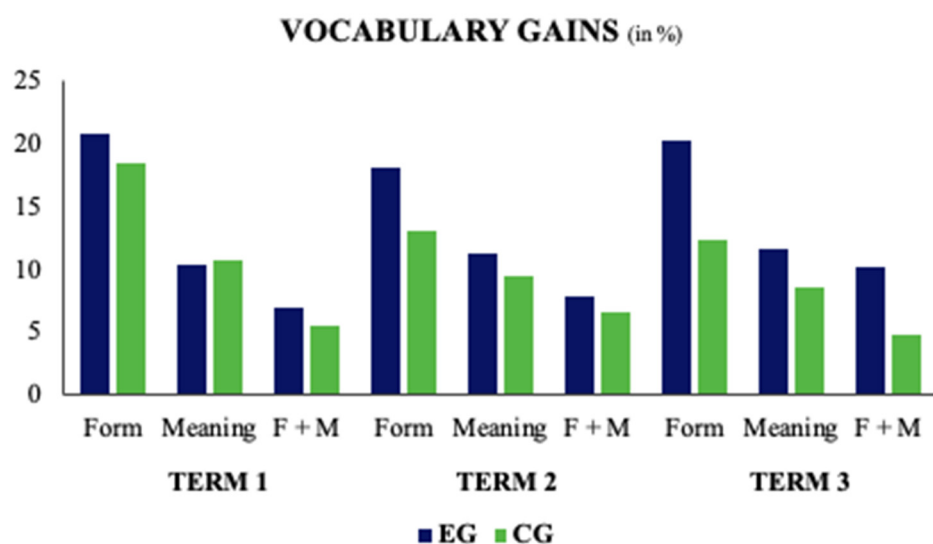


Figure 1 - Vocabulary gains for form, meaning and form + meaning (F + M) divided per term and experimental condition.

The IELTS-preparation industry and repeat testing: what are the effects on score gains and the development of English proficiency?

General

Keywords: language testing, test coaching and repetition, language development

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Abstract: *Background.* Since IELTS abolished the 90-day restriction on repeating the test in 2006, repeat test-taking has become increasingly common. Hamid (2015) describes a case of a serial repeater who took IELTS fourteen times within eight months, including three attempts within a single month. Yet there is relatively little research on how unrestricted IELTS repetition affects the scores and learners' language development over time.

The problem is further compounded by the thriving IELTS-preparation industry which often aims to increase learners' scores in the shortest time and by any means possible (Yan, 2015). Even when activities stay on the right side of the law, many of the major players adopt extreme curriculum-narrowing practices, offering programmes focusing solely on studying previous papers. Although the industry is particularly large and intense in China (Matoush & Fu, 2012), there has been little systematic research on the effects of test-preparation and repeat test taking in this context. Our study sought to address this gap by exploring how repeat testing and dedicated IELTS-preparation programmes in China affect score gains, and whether the improved scores reflect the learners' growing mastery of English.

Study design. We recruited 89 Chinese learners of English in Shanghai. They were tested twice (T1, T2), four weeks apart, on IELTS and on three other tests measuring English proficiency or related enabling skills: Oxford Online Placement Test, a vocabulary test, and the speed and accuracy of sentence comprehension (the last two from Baddeley, Emslie & Nimmo Smith, 1992). Between the two testing points, 45 participants attended an intensive IELTS-preparation programme in a large training centre where the curriculum consisted entirely of previous IELTS papers. The remaining 44 participants were not undergoing any English training at the time. The design allowed us to tease apart the effects of test repetition from the effects of the test-preparation programme.

Results. The groups were well matched on demographic characteristics, and there were no significant differences on any test scores at T1. The group that underwent no training showed small gains on all measures at T2, some of which were significant, yet too small to be practically meaningful. On all measures other than IELTS, the IELTS-preparation group experienced similarly small gains: just as at T1, there were no significant group differences on those measures at T2. IELTS scores (both overall and subscores) were different, though. At half an IELTS band, the average gain for the IELTS-preparation group was significant and large, and significantly larger than the gain observed in the comparison group (1/10 band).

Contribution. The results confirm that for students previously unfamiliar with the IELTS format, repeating the test, in and of itself, may marginally improve the scores without undermining the test validity. Repeating the test after a month-long intensive test-preparation, however, leads to score improvements that are not reflected in the gains on other proficiency measures. The results confirm that even with intensive coaching, language development is a slow process. Yet, extreme curriculum-narrowing practices can boost IELTS scores beyond one's true level of proficiency. The finding has important theoretical, methodological and practical implications.

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What else constrains the occurrence of lexical transfer in L3 acquisition? Exploring task complexity

General

Keywords: crosslinguistic influence, transfer, task complexity

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Abstract: A productive line of research within the field of third language acquisition is the occurrence of crosslinguistic influence or transfer. Within this line of research, empirical studies on lexical transfer are often conducted with the aim purpose of either identifying the source language of influence (e.g., Hammarberg, 2001; Lindqvist, 2009), that is, the mother tongue (L1) or a prior non-native language (L2), or investigating the effects of factors that may possibly constrain the occurrence of this transfer (e.g., Bardel & Linqvist, 2007; Hufeisen, 2003) such as (psycho)typology, L2 status, and proficiency. The study presented here is a contribution in this direction, and it expands the scope of previous research by investigating a new factor, namely, the intrinsic difficulty of the tasks employed in the foreign language classroom and for research aims. To be more precise, it explores whether task complexity may constrain the occurrence of lexical transfer in L3 production. Henceforth, the rationale underlying the study is two-fold. It relies on the assumption that the processing demands of tasks (consequence of task structure and design) have an effect on linguistic performance (Robinson, 2001). Likewise, it assumes that processing capacity and attentional resources are limited (Skehan, 2015; Skehan and Foster, 1999), leading to competition in various aspects of performance.

The corpus analyzed in the study included written data from pre-intermediate Swedish learners of L3 Spanish ($n=78$) aged 17-19, recruited from four classes of the same grade at the same school. In order to investigate the role of task complexity, narrative tasks were chosen to elicit data from the participants that differed in two dimensions. Firstly, they differed in narrative complexity, defined here in terms of the presence of simultaneous storylines (Tavakoli and Foster, 2008; Kormos, 2011). Secondly, the tasks differed also in the inherent narrative structure, which refers to the order of events in a narrative. Hence, the design of the study included two task conditions: a) a *simple* task ('The Journey'), with a single storyline and only foreground events present, was featured as a loose narrative structure where events could be reordered without compromising the story (Tavakoli, 2014); b) a *complex* task ('The Walkman') with a dual-storyline where foreground and background events competed for attention and impeded this reordering. The participants were randomly assigned to one of these two task conditions, with nearly half the sample carrying out the simple task ($n=36$) and the other half the complex task ($n=42$). The participants carried out the narrative tasks in class-time in a limited amount of time (25 minutes) and without assistance from their teacher or the researcher. The analysis of lexical transfer focused on lexical inventions (Dewaele, 1998; Sánchez, 2015) in the form of blending of linguistic material from the target language (L3 Spanish) and the background languages (L1 Swedish, L2 English). The quantitative analysis of the data revealed that the rate of lexical transfer was significantly higher in the complex task condition ($p=.007$), and it stemmed mainly from the L2 English. This suggests that the higher processing load in the complex condition might have consumed most of the the participants' attentional resources, leaving little room for a successful inhibition of their L2 during L3 processing and production. It is argued that the insufficient inhibition of the L2 would have caused the activation of this language and made it a likely candidate for the suppliance of linguistic information (at least at the level of lexis investigated here) in situations where the participants had to pay attention to various aspects of the task at a time while struggling to keep their non-native languages apart.

Cross-linguistic influences across modalities – the role of L1 spoken language on L2 sign language acquisition

General

Keywords: L2 Sign language acquisition, Cross-linguistic influence, corpus-based

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Abstract: In some countries around the world, there are a great number of hearing adults with a spoken first language (L1), learning a sign language (SL) as a second language (L2) in order to be able to communicate with the deaf signing communities. Despite decades of teaching sign languages as L2 to hearing adults, the research on this kind of L2 learning is very sparse, as it is not until recently that research on sign languages has paid attention to this (Chen Pichler & Koulidobrova, 2015). With learning a sign language comes learning a new language in a new modality, i.e., the gestural-visual modality. Not only does this constitute a challenge for the SL L2 learners, it also generates questions concerning the degree of applicability of existing theoretical frameworks of the Second Language Acquisition (SLA) area (which is built on knowledge from spoken languages) on an L2 sign language context. Within SLA the role of *transferor cross-linguistic influence* (CLI) in the SLA process has been the subject of a debate among researchers (Jarvis, 2015). Considering the relatively great difference between a signed and a spoken language due to the modality, there's a potential to contribute new insights to the phenomenon of CLI. The small amount of earlier research on SL L2 has pointed out the limited possibility of cross-linguistic influence between a spoken language (as L1) and an SL (as L2), at least in phonology (Ortega & Morgan 2015).

In this paper, the possibility and degree of cross-linguistic influence across modalities, i.e., spoken and signed languages, will be further explored. Drawing on studies on longitudinal data from a learner corpus in Swedish Sign Language (SSL) as L2 (SSLC-L2) comprising 38 adult hearing learners at beginner and intermediate level, patterns of cross-linguistic influence from their L1 Swedish were identified. Through quantitative as well as qualitative linguistic analysis, it was revealed that learners tend to use their mouth movements or *mouth actions*, which is a prominent part of sign language structure, as a channel for Swedish influence on lexical as well as morphological and syntactic levels in L2 SSL. For instance, early SL L2 learners tend to use mouthing representing pronouns on subject position (without signing pronouns manually) as an influence from Swedish's strictly obligatory subject marking rules in sentences. Based on these results, the paper will address how the distance between SSL and Swedish as languages—close in some ways and far in others—plays role in the learning process of an SL in light of CLI, and some conclusions about learning an SL as L2 will be made.

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Crosslinguistic variation in relative clause attachment: a prosodic perspective

General

Keywords: parsing, prosodic cues, relative clauses

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Abstract: Investigation of challenges that L2ers face in the clausal domain have largely focused on crosslinguistic syntactic differences. We argue that prosodic factors are also implicated. We investigate differences in parsing preferences for ambiguous sentences involving relative clauses (RCs). In (1), the RC can be interpreted as modifying either NP1 (*daughter*) or NP2 (*colonel*). Native speakers of different languages have distinct default interpretations in such cases (Cuetos & Mitchell 1988; Fodor 2002). English-speakers prefer low attachment (LA) (RC modifies *colonel*); Spanish-speakers prefer high attachment (HA) (RC modifies *daughter*).

(1) Mary interviewed the daughter of the colonel who was tired.

The question arises whether L2ers can adjust their preferred interpretation when L1 and L2 differ. Previous research reports mixed results. L2ers/bilinguals exhibit no attachment preference (Felser et al. 2003); prefer the pattern associated with their dominant language (Fernández 2002); or show the same preference in both languages (Dussias 2003).

Such inconsistencies may relate to the fact that participants judged written stimuli. There are, though, prosodic effects on parsing, which impact interpretation (Dekydtspotter et al. 2008; Fodor 2002; Jun 2003). Crosslinguistically, a break after NP2 favours HA; a break after NP1 favours LA. Length is also involved: long RCs favour HA, short favour LA. Fodor (1998) explains this via the same-size sister constraint (SSSC): short RCs attach low to balance NP2, whereas long RCs attach high to balance the whole complex NP.

In this paper, we investigate effects of prosodic breaks and constituent lengths (RC, NP1 and NP2, as per SSSC) on attachment preferences of Spanish-speaking English L2ers (n=42) and native speaker controls (n=18). We examine whether L2ers attend to English cues to disambiguation. We predict stronger attachment preferences when both cues (break and SSSC) suggest the same attachment site and, for the L2ers, a stronger overall preference for HA.

A judgment task with auditorily-presented stimuli was administered, consisting of 24 target items (potentially ambiguous), manipulating position of break and constituent length, and 42 fillers. There were four conditions. In high break/high SSSC (HH) and low break/low SSSC (LL), the prosodic cues matched; in high break/low SSSC (HL) and low break/high SSSC (LH) they conflicted. Participants answered a comprehension question after each sentence.

Results are in Figure 1. When both cues favoured the same attachment site (HH, LL), L2ers behaved like controls, preferring HA or LA, depending on what the cues jointly indicated, suggesting sensitivity to L2 cues. When cues conflicted (HL, LH), L2ers were more likely to choose HA than controls, suggesting L1 transfer. In conclusion, prosodic factors contribute to L2 sentence interpretation and must not be overlooked.

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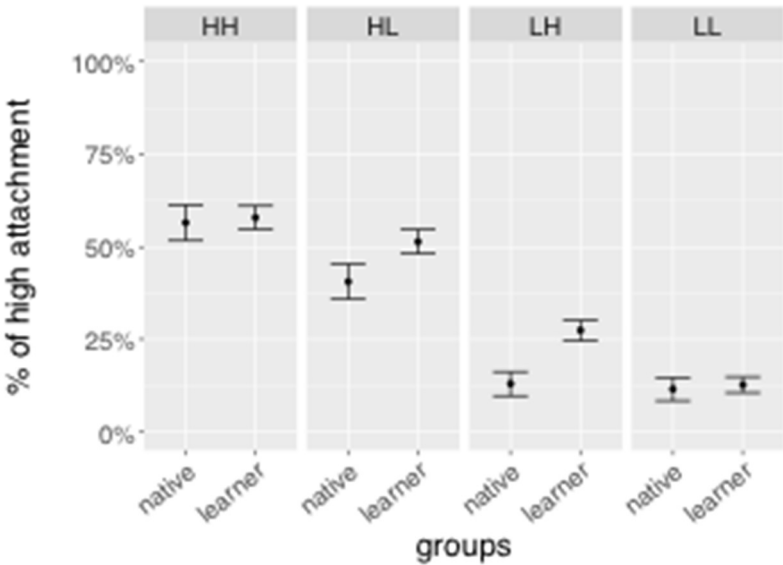


Figure 1. High attachment responses across four prosodic conditions.

The acquisition of residual object drop in L2 Spanish by German speakers

General

Keywords: L2 Spanish, interpretable features, L1 German, generative framework

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Abstract: This paper investigates German speaking adult learners Spanish in a context of full immersion and assesses their knowledge of (un)interpretable features which have been argued to lead to the possibility of object drop in Spanish. Ongoing debates about second language acquisition (SLA) have led in particular to two different hypotheses: the *Interpretability Hypothesis* (Hawkins and Hattori, 2006; Tsimpli and Dimitrakopoulou, 2007) argues that while uninterpretable features will not be completely acquired if they are absent in the learners L1, interpretable features will be regardless of whether they are present or absent in the learners L1. By contrast, the *Feature Reassembly Hypothesis* (Lardiere, 2009) proposes that the acquisition of all (un)interpretable features raises challenges for L2 learners if they have to reassemble them in the L2 grammar, in comparison to their L1. To test these hypotheses, this study explores the L2 acquisition of both types of [+/-] interpretable features by investigating the acquisition of object drop in L2 Spanish, a phenomenon absent in the L1 grammar of the subjects considered here.

Object drop in Spanish is a very constrained phenomenon which involves interpretable features such as specificity, definiteness and is affected by syntactic constraints leading to subadjacency restrictions or Phase Impenetrability in recent minimalist analysis (Chomsky, 2001). Particularly, while in German argument omission is restricted to the topic position (Müller and Hulk, 1999), in Spanish all accusative objects can be dropped, but only under certain language specific restrictions. For instance, specific topicalized DPs must be doubled by a clitic, while non-specific DPs may not. Moreover, only non-specific direct objects can be dropped. Object drop in Spanish is also subject to subadjacency restrictions (e.g. Campos, 1986) showing that the dropped object is not *pro* but rather a variable or a topic operator in spec of CP which must agree with [-definite, -specific] features in the D head of the object (Franco, 1993; Sánchez, 2004). Among other strong island constraints, object-drop is subject to the Complex NP Constraint, Sentential Subject Constraint, and Adjunct Island Constraint.

Adopting the same methodology as by Bruhn de Garavito and Guijarro-Fuentes (2001), in this paper we present empirical data from two experiments testing the relevant semantic and subadjacency constraints associated with object-drop, exploring the hypothesis that some, but not all, syntactical and semantic features of Spanish might be facily acquired by German learners of L2 Spanish contrary to claims by the *Interpretability Hypothesis*. Besides a monolingual control group of 20 Spaniards from the Peninsula, two experimental proficiency level groups measured by two independent proficiency tests were included (40 in total: 20 German advanced less than 5 years of immersion to the target language; 20 German near-native speakers with more than 10 years of immersion); all L2 subjects have been exposed to the same variety of Spanish as the monolinguals. In addition to the completion of an ethnolinguistic questionnaire, a grammaticality judgement task (45 items) made up of questions and answers, the questions providing the context, and a sentence completion production task composed of 45 items, were used.

Group and individual results suggest that some, but not all, learners have sensitivity to the D-related features associated with object-drop phenomena in L2 Spanish, although not all features are acquired straightforwardly even though these semantic features are instantiated in their first language; that is, there is neither equal competence across all of the restrictions nor by all of the advanced learners and near-native speakers especially with island constraints. This is taken as evidence against current generative theorizing debates, but in support of “selective” feature transfer or microparameter acquisition (Guijarro-Fuentes, Pires and Nediger, 2017; Nediger, Pires and Guijarro-Fuentes, in press).

Acquisition of the Monotonicity Constraint on split measure phrases by L1 English speakers of L2 Japanese

General

Keywords: floating quantifier, syntax-semantics interface, distributive reading

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Abstract: This study investigates the acquisition of Japanese measure phrase (MF) constructions by L1 English speakers. Japanese allows scrambling, and accordingly MFs consisting of a numeral followed by a classifier (e.g., *san-nin*, three-CL) can appear in different syntactic positions: MFs can be either adjacent to (i.e., non-split MF in (1a)) or separated from their host nouns (i.e., split MF in (1b)). As pointed out by Ishii (1999) and Nakanishi (2007, 2008), split MF constructions are subject to a semantic restriction: They only have a distributive reading, while non-split MF constructions have either a collective or distributive reading, as in Table 1. For example, the split MF construction in (1b) means that each of the three students painted a picture individually (the distributive reading), not that three students together painted a picture (the collective reading). Nakanishi (2007) suggests that the unavailability of collective readings of split MF constructions is because split MFs are in the VP domain, wherein the Monotonicity Constraint applies (Schwarzschild 2002). By contrast, English numeral quantifiers do not float (Kobuchi-Philip 2006), and they are free from the Monotonicity Constraint in the VP domain. Therefore, in order to interpret Japanese split MF constructions, L1 English speakers need to acquire that (i) MFs can split and (ii) split MF constructions have only distributive readings due to the Monotonicity Constraint.

In previous L2 studies, Japanese split MFs have been used as a diagnostic to judge L2ers' knowledge of unaccusativity because only unaccusative structures, not unergative structures, allow split MFs (Sorace & Shomura 2001, Fukuda 2017). Nevertheless, little attention has been paid to the semantic restriction on split MFs. Consequently, little is known about whether L2ers truly interpret split MFs as do native Japanese speakers.

In the experiment, a picture-matching acceptability judgement task was administered to 18 native English speakers studying Japanese and 20 native Japanese speakers. In the task, the participants judged whether the (non-)split MF construction matched the situation illustrated by the picture on a 4-point Likert scale from -2 to 2. The pictures provided either a collective or distributive context. The L2ers' knowledge of split MFs was also tested in an independent grammaticality judgement test. The results so far suggest two points. First, the native Japanese group did not reject the collective reading of split MF constructions as strongly as found in the literature. Their mean rating of the illicit collective reading was -0.57, although this was significantly less than the mean rating of the licit distributive reading (0.55). Second, the group results suggest that L2ers did not differentiate between the two readings of split MF constructions. They rejected the collective reading (-0.22), which was not significantly different from their rating of the distributive reading (0.33). Nevertheless, the individual results show that some advanced L2ers are indistinguishable from native Japanese speakers in interpreting split MF constructions. These results are in line with previous L2 studies of the syntax-semantics interface, including Dekydtspotter, Sprouse, & Swanson (2001) and Marsden (2004), suggesting that advanced L2ers successfully acquire subtle interpretative differences between different syntactic forms in L2s, overcoming a poverty-of-the-stimulus problem.

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(1) Japanese MF constructions

a. Non-split MF

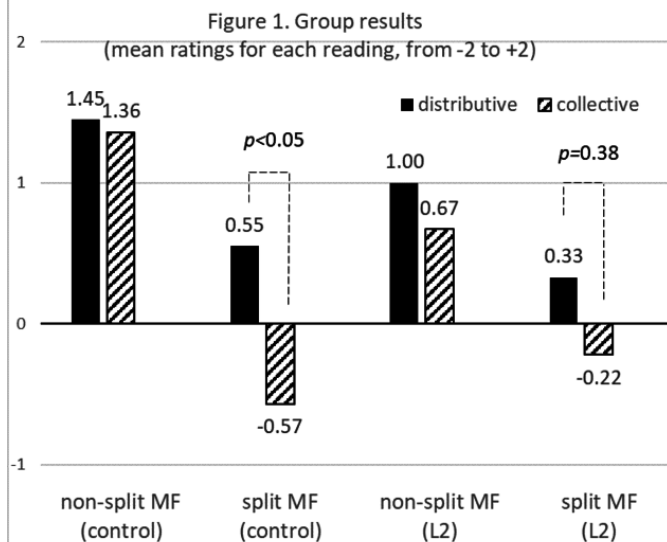
Kyoo [*gakusei san-nin*]-ga e-o kai-ta.
 today [student three-CL]-Nom picture-Acc painted
 'Three students painted a picture/pictures today.'

b. Split MF

Gakusei-ga kyoo *san-nin* e-o kai-ta.
 student-Nom today three-CL picture-Acc painted

Table 1. Interpretations of MFs

constructions	collective reading	distributive reading
Non-split MFs	✓	✓
split MFs	✗	✓



Covert Subjects and Objects Resulting from TP Ellipsis in English Speakers' L2 Chinese: Evidence of the Declarative/Procedural Model

General

Keywords: covert argument, TP ellipsis, declarative/procedural model

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Abstract: Subjects are obligatorily overt in English, whereas both subjects and objects can be covert in Chinese. It has recently been argued that the gaps in the subject and object position in an affirmative reply to a Chinese yes-no question are the result of TP ellipsis under a verbal-identity condition (Simpson, 2014). To affirmatively answer a Chinese yes-no question when the verb in the yes-no question and answer are identical, both the subject and object in the answer can be covert (example 1B1); Its counterpart in English is ungrammatical (example 2). However, when the verb in the answer is not identical to the verb in the question but is synonymous with it, neither the subject nor the object can be covert (example 1B2) (see "verbal-identity condition", Holmberg, 2015). This study investigates whether English learners of Chinese show developmental progress in their L2 Chinese covert arguments.

1) A: *Ni du baozhi le-ma?*
you read newspaper Particle [+Q]

'Did you read the newspaper?'

B1: Φ du Φ le.
read Particle

B2: * Φ kan Φ le.
read Particle

'Yes, I did.'

2) A: Did you read the newspaper?

B: * Φ read. Φ

A cross-modal self-paced reading task (SRT) and an acceptability judgement task (AJT) were used. 25 beginner learners (BL), 29 pre-intermediate learners (Pre-IL), 31 post-intermediate learners (Post-IL), 31 advanced learners (AL), 31 very advanced learners (VAL) and 30 Chinese native speakers (CNS) were recruited. The results of AJT showed that all participant groups rated covert arguments under the verbal-identity condition (like example 1B1) as being significantly more natural than those under the non-verbal-identity condition (like example 1B2). In the SRT, participants first listened to a Chinese yes-no question and then they read a reply with covert arguments, some of which were under the verbal-identity condition and some of which were not. Each reply was followed by an irrelevant sentence to detect possible spill-over effects (For example, *wo du-de hen renzhen* (I read it very carefully) was added to both replies in example 1.). Their reading times were compared. Results showed that BLs were not sensitive to errors related to the violation of the verbal-identity condition either at the critical regions or at the following regions. However, pre-ILs, post-ILs, ALs, VALs and CNSs were sensitive to them and the sensitivity to the violation spilled over to the following two regions (except for Pre-ILs). The differences found in BLs' performance in the on-line and off-line tasks suggest that derivations, such as movement and ellipsis, are not accessible in L2 online processing until intermediate or advanced levels.

This finding can be accounted for with the declarative/procedural model (Ullman, 2006), which states that in L1, aspects of grammar are subserved by procedural memory, but in L2, they are dependent to a greater extent

upon declarative memory. The grammatical computations of elided replies are relatively difficult. BLs were able to carry out the computation on the basis of explicit rules but were unable to process the elided replies on the basis of the procedural knowledge. Therefore, they were able to rely on their declarative knowledge of elided replies in the off-line AJT task but were unable to get access to the procedural knowledge in processing elided replies in the on-line SPR task. However, with the improvement of L2 proficiency, intermediate and advanced learners can perform more native-like in the on-line test.

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The Role of Pausing in L2 Oral Task Performance: Towards a Complete Construct of Functional Adequacy

General

Keywords: functional adequacy, fluency, pausing

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Abstract: Successful communication in the L2 is the primary goal for the majority of language learners. It is therefore desirable to organize instruction and assessment around tasks that prioritize functional success in real-world situations. This includes academic, professional, and everyday personal communicative needs of L2 users. Recognizing the functional goals that learners bring with them to L2 classrooms, some researchers have put forward functional adequacy (Kuiken & Vedder, 2017; Pallotti, 2009) as a key construct in L2 research. Nevertheless, only a few empirical studies exist that examine how adequacy may relate to L2 performance dimensions such as complexity, accuracy, and fluency (De Jong et al., 2012, 2013; Kuiken et al., 2010; Révész et al., 2016). Focusing on oral L2 performance, this study helps to fill this gap by investigating the relationship between breakdown fluency and functional adequacy in L2 speech. Specifically, the study examines the extent to which location of pausing and type of pausing may contribute to variation in functional adequacy in L2 oral performance and how task type moderates this relationship.

The dataset included speech samples from 32 L2 users of English, all first language speakers of Spanish, placed into a language program at a North American university. To ensure that there was sufficient variability among learners, participants were drawn from four proficiency levels (pre-intermediate, intermediate, low-advanced, and advanced), eight learners from each band. L2 learners in the study performed two oral tasks, which asked them to perform two communicative functions: making a complaint about a catering company and refusing an instructor's suggestion. First, participants listened to the task stimulus and then were prompted to respond to the stimulus. Participants planned for 20-30 seconds and spoke for 45 seconds. The tasks were delivered via computer without a live interlocutor. Every speech sample was rated by two raters using a functional adequacy scale. To control for rater severity, we used Rasch analysis to obtain a functional adequacy score for each performance. The data were also coded for location of pausing (within words and between words, phrases, clauses and AS-units) and type of pausing (filled versus unfilled). Mixed effects regressions were conducted to assess the strength of the relationships between pausing behaviours, task type, and functionally adequate performance.

The study found that both location and type of pausing explained considerable variation among functional adequacy ratings. The more silent pauses participants produced within phrases, between phrases, and between words, the less functionally adequate they were perceived. Specifically, silent pauses within phrases emerged as the strongest predictor of functional inadequacy in L2 oral performance. In contrast, the location of filled pauses did not affect functional adequacy ratings. Neither was the relationship between pause location and functional adequacy affected by proficiency. Task type was shown to influence L2 performance for lower levels of proficiency. Based on the insights from the present investigation and existing research (de Jong, 2016, 2018), we posit that pauses within lower-level constituents are perceived to interfere more with meaning. Given that functionally adequate speakers are more likely to pause at major constituent boundaries, we hypothesize that in L2 learner speech “unnatural” or unpredictable silent pauses interfere with the processing of text by the listener before the idea-unit is completed. It seems plausible that keeping non-complete chunks in memory is more taxing on the listener. Our discussion will be informed by the consideration of “natural” and “unnatural” hesitations in L2 speech (de Jong, 2018) and the communicative effect such hesitations may have on functionally adequate speech (Kuiken & Vedder, 2014, 2017). We will also consider the practical implications of our findings for L2 pedagogy and assessment.

On the relationship between functional adequacy and complexity, accuracy and fluency in German L2 writing

General

Keywords: L2 Writing; Complexity, Accuracy, Fluency; Functional Adequacy

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Abstract: The present paper investigates L2 writing performance along two dimensions, a linguistic one (complexity, accuracy and fluency, [CAF]), and a functional one (functional adequacy, [FA]). While there is a considerable body of research on CAF, relatively few studies have dealt with FA. As a result, little is currently known about FA as a construct as well as its relationship with CAF. Therefore, the aim of the paper is (i) to test the reliability of a new rating scale for measuring FA in argumentative writing (developed by Kuiken & Vedder, 2017) in an adapted version for expository writing, and (ii) to examine the relationship between FA and CAF in this context. Regarding the latter, CAF and FA can either be seen as independent performance descriptors or as interdependent constructs, in the sense that CAF positively relates to FA (Pallotti, 2009).

Texts were collected from 30 Dutch-speaking learners of L2 German, who participated in a 3-4 months study abroad programme. The learners were administered to two writing tasks, one before and one after their study abroad. The writing prompts related to their study abroad expectations and experience, respectively. The 60 texts were semi-automatically annotated for lexical and syntactic complexity, accuracy, and fluency, using measures that are common in research on second language acquisition, such as number of words per sentence, number of clauses per sentence, ratio of error-free clauses, etc. (Wolfe-Quintero et al., 1998; Housen et al., 2012). Furthermore, three expert raters evaluated the texts in terms of functional adequacy, for which we used an adapted version of the 6-point rating scale as developed by Kuiken & Vedder (2017). Three sub-dimensions of FA were rated: content, comprehensibility, and cohesion and coherence. The fourth dimension of FA, task requirements, was not included as a sub-dimension in the present study, because it was considered less important in expository writing that is based on a short prompt.

With regard to the study's first aim, the results show moderate to high intra-class correlations among the three raters, which points to the reliability of the scales for the measurement of functional adequacy in expository L2 writing. In addition, the results yield moderate correlations between the three FA dimensions, which suggests that the dimensions are related, but still sufficiently conceptually different. These findings are reminiscent of Kuiken and Vedder's (2017) study on writing performance in L2 Dutch and L2 Italian, thus extending the applicability of the FA scale to L2 German. With regard to the study's second aim, the results show that the writers' functional adequacy along the two dimensions of content and cohesion/coherence is associated with fluency and lexical diversity. These findings replicate those of earlier studies, in which fluency (Révész et al., 2016) and lexical diversity (Kuiken et al., 2010) likewise were identified as significant predictors of adequacy. However, in the studies just mentioned significant relationships also emerged between FA and other CAF measures. The discussion will go into the discrepancy between present and previous findings, which may lie, among other things, in differences regarding the language mode (oral vs. written) or the task type (argumentative vs. expository writing). The discussion will point to challenges regarding the assessment of FA in various contexts, but at the same time it will also illuminate opportunities in broadening the scope of the rating scale, thus arguing for its adaptability to other settings.

Holistic and analytic assessment of functional adequacy

General

Keywords: functional adequacy, writing, children

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Abstract: Kuiken and Vedder (2017; henceforth KV) propose a four-dimensional rating scale for the assessment of Functional Adequacy (FA) in SLA research. Such rating scales, based on a series of descriptors specifying different levels for several dimensions of language proficiency, are commonly used in performance-based language testing and assessment (e.g. Fulcher, 2014). Such an approach crucially relies on judges' impressions about the whole text and can thus be seen as a form of subjective, holistic assessment. Some studies (e.g. De Jong et al, 2012; Kuiken, Vedder & Gilabert, 2010; Révész, Ekiert & Torgersen, 2016) have correlated these FA ratings with more analytic and objective measures of Complexity, Accuracy and Fluency (CAF). However, as Pallotti (2009) notes, CAF dimensions are conceptually independent from FA, so that some productions may be very complex, accurate and fluent, yet completely inadequate from a communicative point of view, and viceversa.

This presentation will look at the correlation between FA, holistically measured with descriptor scales, and more analytic text-based measures that tap the FA construct more directly than many commonly used CAF measures. The corpus consists in 227 texts written by primary school children (aged 8-11) in Italy, who had to retell a short silent movie. 28% of the participants (N = 64) were multilinguals, having Italian as a second or additional language.

Texts were first assessed using three holistic rating scales from KV (comprehensibility, content, coherence and cohesion), plus one on coherence and cohesion taken from the CEFR (Council of Europe, 2001). They were then analytically coded for a number of parameters, some of which are relevant for three dimensions of FA. These are:

- content: text length, number of main and secondary idea units;
- comprehensibility: number of ambiguous referring expressions, i.e. ambiguous introductions, maintenances and reintroductions of animate referents;
- coherence and cohesion: variety of connecting devices, punctuation (frequency and effectiveness), inappropriate tense shifts, paragraphing, run-on sentences.

Medium to strong correlations were found among the holistic FA measures, which shows that they represent independent dimensions, albeit somehow related to a common core of communicative-linguistic proficiency. The rather strong correlation between values of Coherence and Cohesion obtained with KV's scale and with the CEFR scale raises the important question of how these scales stemming from SLA research may be linked to or supplemented by others developed in language testing and assessment contexts. As regards more analytic measures, some correlations were rather clear, such as that between the content scale and the number of words and secondary idea units, or values on the coherence-cohesion scale and the variety of connecting devices. Others were less strong, yet going in the expected direction, e.g. more ambiguous referential expressions were negatively correlated to comprehensibility, or inappropriate punctuation to the impression of coherence and cohesion. These correlations were generally stronger for monolingual than for multilingual children, which raises the issue of language proficiency as a possible mediating factor between FA and its more immediate textual manifestations.

These results, together with others that will be presented in the talk, raise a number of questions for future research. Among these: How can FA be assessed with objective, analytic measures? How can SLA research take into account models of communicative competence theoretically and operationally developed in the field of language testing and assessment?

Is Foreign language enjoyment more fleeting than Foreign language classroom anxiety? An investigation into dynamic learner classroom emotions

General

Keywords: Foreign Language Enjoyment, Foreign Language Classroom Anxiety, Dynamic Systems

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Abstract: The present contribution is situated in the burgeoning field of foreign language learner emotions, inspired by Positive psychology (Frederickson, 2006) and imported in Second Language Acquisition research (MacIntyre et al., 2016). Earlier studies have established that Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) that learners experience in the FL classroom are separate dimensions rather than opposite poles on a single emotion dimension (Dewaele & MacIntyre, 2014). Different personality traits predict FLE and FLCA, with Emotional Stability predicting FLCA but Cultural Empathy predicting FLE in conjunction with teacher-related variables (Dewaele & MacIntyre, 2019). Previous research has found that teacher characteristics (teacher's friendliness and teacher's foreign accent) predicted close to 20% of variance in FLE but only 8% of variance in FLCA (Dewaele et al., 2019), which underlines the crucial role of the teacher in creating a positive emotional climate in class.

Some previous research has adopted a Dynamic Systems perspective, using the idiodynamic method to observe per-second fluctuations in students' FLE and FLCA as they were performing a picture description task in French L2 (Boudreau et al., 2018). A pseudo-longitudinal design allowed Dewaele and Dewaele (2017) to measure change in students' FLE and FLCA over a period of several years but nobody has yet investigated to what extent these emotions vary from teacher to teacher at one particular point in time: in other words, do FL learners experience similar levels of FLE and FLCA in the same FL when they face two different teachers?

Participants were 40 British secondary school students (17 females, 23 males, aged 13-18) studying French, Spanish and German as an FL with two different teachers in a top private and a state school in London, UK.

Statistical analysis revealed that FLCA was similar with both teachers but that FLE differed significantly. It suggests that FLE is a more fleeting emotion shaped to a large extent the individual teacher while FLCA is more stable, linked to a greater extent to the learner's personality. The finding shows that teachers have the key to their students' FLE and that some use it better than others. The pedagogical implication is that teachers should focus on boosting learners' FLE rather than worrying about their FLCA over which they have relatively little influence.

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Thriving or Surviving? Motivation, migration and dark side of L2 perseverance

General

Keywords: L2 motivation, migration, self-regulation, L2 perseverance

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Abstract: In a century where transnational migration will continue to grow, the absence of studies of L2 motivation in migration contexts is remarkable. Learning a host country language is a high-stakes endeavor. Developing proficiency takes time. Taking on this challenge, a learner's commitment will be served by patterns of regulation that steer and control everyday learning behaviors. Regulatory patterns can be focused on the possibilities and opportunities associated with TL proficiency. Equally, they can be focused on fears associated with not attaining desired proficiency, and risks connected with failure. While the former pattern is prompted by motives that are approach-oriented, the latter is prompted by motives that are avoidance-oriented (Elliot, 2006).

In L2 motivation research, approach–avoidance orientations have not received systematic study. With the aim of developing insights into L2 perseverance in a migration context, and responding to calls for research with a focus on self-regulation (Papi et al., 2018), the purpose of this interview-based study was to identify and explore the motivational profiles of highly-motivated adult language learners of Swedish as a second language. The research was guided by the question: *What is characteristic of the goals, regulation strategies and affective experiences of highly motivated adult learners of an additional language?*

The participants were 21 highly-motivated adult learners of Swedish identified by teachers at three universities providing fast-track programs. Semi-structured interviews were conducted, and transcripts were entered into NVivo11. A theory-driven thematic analysis of the data was carried out (Braun & Clarke, 2006). This was done using a template developed in research on directed motivational currents (Dörnyei, Henry & Muir, 2016). Two distinct regulatory profiles were identified: an approach-oriented profile, and an avoidance-oriented profile. For participants with an approach regulatory orientation, language learning was associated with enjoyment and well-being. They were aware how energy invested in learning activities could move them towards proficiency and self-sufficiency. For participants whose regulatory orientations were associated with avoidance, language learning was shrouded in worry and connected with stress experiences. These participants described the fear of an unfulfilled and precarious future. Effort was generated through the desire to escape currently unfavorable circumstances, and from preventing disadvantageous situations from arising in the future. By revealing how motivational intensity can be associated not only with approach, but also avoidance-oriented patterns of regulation, the study casts light on hitherto unexplored regions on the dark side of L2 perseverance.

By making use of the approach–avoidance distinction, and directing attention beyond a person's motivational disposition and instead focusing on everyday regulation and the proximal goals that steer behavior, the study makes an important contribution to understanding the challenges faced by migrant language learners, especially those with avoidance patterns of regulation. Over-reliance on avoidance regulation can produce the very types of negative outcome that it is designed to avoid (Elliot, 2006). For teachers it is therefore important to identify the regulation patterns of learners in their classrooms, and for those with avoidance patterns, to help them change the types of self-handicapping that can overestimate the dangers to be avoided and can overplay the risks that are feared.

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When: 2019-08-31, 10:00 - 10:30, Where: C121

The predictors of success in English taught programmes: the interplay between proficiency, motivation, academic skills, and self-efficacy on outcomes

General

Keywords: English Medium Instruction, Motivation, Self-efficacy

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Abstract: Internationalization and English in the twenty-first century are inextricably intertwined, as universities turn to Englishization in order to internationalize (Kirkpatrick, 2011). A side effect of internationalization is the rapid emergence of English medium instruction (EMI) in higher education around the world. EMI is defined as ‘the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English’ (Macaro, 2018, p. 19). Wilkinson (2013, p. 3) notes that EMI programs have become ‘commonplace in many institutes of higher education’, and Japan is noted to be an area of recent significant growth (see Galloway et al., 2017). This paper explores the language-related challenges reported by EMI students in Japan, with an aim inform English language pedagogy, as EAP teachers grapple to keep pace with student needs amid rapid EMI expansion. Data were collected from 520 students across eight universities, via a questionnaire measuring language-related challenges, motivation, and self-reported proficiency and GPA. For a sub-set of the population (n=148), direct measures of proficiency were taken as well as direct measures of content course grades. Interviews were also conducted with 30 students and 10 EMI lecturers for more in-depth qualitative data. Controlling for motivation, results revealed a strong interaction between proficiency and success measures in EMI (in terms of course grades), as well as between proficiency and language-related challenges, and between self-efficacy and success. Little interaction was found between numerous constructs of language learning motivation and success, which is possibly an indication that success in EMI is distinct from language learning in terms of motivation. Data from numerous measures of EMI challenges highlighted academic skills where EMI students struggle most with language, and where support is needed most. The study, therefore, equips EAP teachers with targeted areas of focus in order to best support students in EMI contexts, so they can be successful in their studies.

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When Japanese learners of English know the grammar but are not sensitive to grammaticality

General

Keywords: Japanese learners of English in an EFL context, number agreement, lexical variability

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Abstract: Previous studies investigating Japanese learners' of English as a second language (JESL) acquisition of incongruent English morphemes (i.e., the morpheme is not present in Japanese but is in English) have debated whether JESLs are sensitive to ungrammatical plural morphemes in English. Under the framework of the *morpheme congruency hypothesis* (Jiang et al., 2011), JESLs should be unable to fully attain English plural morphology and would thus lack sensitivity to violations because of the incongruency. However, recent studies have shown that this is not exactly the case. Following recent trends of *lexical variability*, learners' supposed lack of sensitivity might originate from their lexicon accepting highly frequent violations as input variability during comprehension (Hopp, 2012; McCarthy, 2008). As such, the current study reexamines this issue by investigating Japanese learners' of English as a foreign language (JEFL) sensitivity to ungrammatical plural morphology in English using a picture-phrase matching task.

30 JEFLs were recruited for the study. 32 stimuli were created in a 2(number: singular vs. plural) x 2(morpheme: null vs. -s) design. Each item consisted of a picture of an animal (one or more) and a corresponding English phrase that (mis)matched with the picture. For instance, a picture containing three cats would be displayed for 500 ms, and immediately afterwards, the picture would disappear and a phrase '3 cats' or '3 cat' would appear. Participants were tasked to decide if the phrase matched the picture. Additional distractors using phrases that had differing animals/numbers were used to ensure participants had to read the entire phrase. Participants' English ability was recorded using a web-based test. Reaction times and accuracies were recorded, and results were analyzed using linear mixed effect modelling.

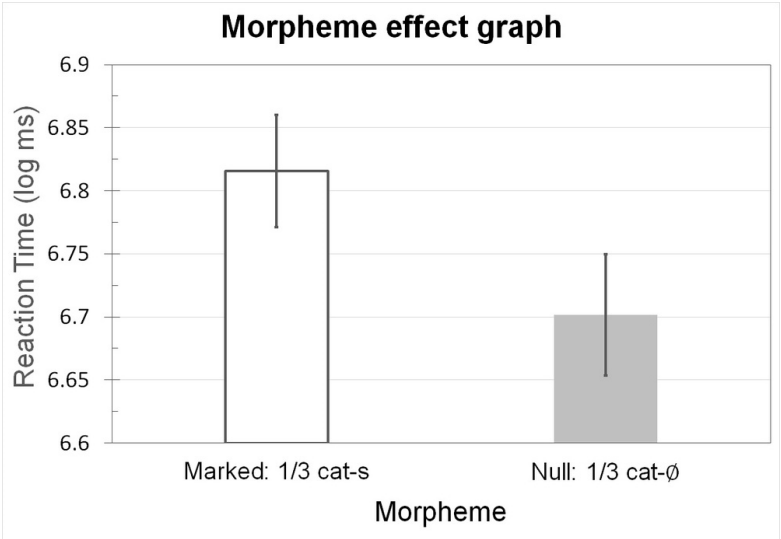
For the reaction time (RT), results revealed that besides the significant interaction of word length and frequency, the only significant factor was revealed to be the presence of the morpheme. Specifically, the null form was significantly quicker to responded to than a plural morpheme, regardless of the grammaticality for the singular or plural conditions. Additionally, the English proficiency level of the participants was not found to be a significant factor. For judgment accuracies, participants performed quite well (79.7% overall), showing that they could more or less reject ungrammatical morphology and accept grammatical morphemes. However, no significant effects besides the significant interaction of word length and frequency were observed.

Interestingly, JEFLs appeared to be aware of the ungrammaticality of both *1 cat-s* and *3 cat-∅*. However, this did not manifest into participants responding longer to ungrammatical morphemes. Instead, JEFLs response times were influenced by the presence or absence of the morpheme. While other studies investigating sentence processing have found RT sensitivity to these violations (e.g., Mansbridge & Tamaoka, 2018), this study did not. One possibility could be that having a sentence context increases the parser's sensitivity to violations, or the nature of the picture-phrase matching task reduced sensitivity. Nonetheless, these findings may also have interesting implications for previous studies which did not reveal sensitivity to ungrammatical plural morphology in English by JESLs. While those previous studies used advanced learners, who lacked sensitivity to ungrammatical plural morphemes, it might instead be interpreted as those learners having diminished sensitivity to ungrammatical morphemes as a result of lexical variability. More specifically, while JESLs and JEFLs are likely competent with the morphological rules of English plural morphology, their parsers accept frequently occurring violations as variable input.

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Tracing L1 effects on L2 acquisition of inflectional morphology

General

Keywords: Second Language Acquisition, inflectional morphology, variability

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Abstract: Variability in second language (L2) morphology due to first language (L1) transfer has much been studied in the L2 acquisition literature focusing mostly on L2 English and other typologically related languages (e.g. Lardiere, 1998, 2008; Luk & Shirai, 2009; Prévost & White, 2000). Some recent proposals on the linguistic nature of morphological variability consider functional morphology as a bottleneck of acquisition (Slabakova 2014) and view intricate L1–L2 interaction as an important factor in L2 acquisition of morphosyntax, which requires remapping features into new/different formal configurations in the L2 (Lardiere, 2008).

In light of this background, the study investigates the acquisition of nominal inflection (i.e. Ablative, Accusative, Dative, Locative Cases and Plural suffix) in L2 Turkish (an agglutinating language) by L1 speakers of morphologically distinct languages, namely Chinese, English, Japanese, and Russian. Among these L1s, Chinese is a typical example of an isolating language. English is also isolating with limited inflection. Yet, Japanese is mainly agglutinating with rich inflection in the verbal domain whereas Russian is fusional. Therefore, overall L1-Russian and L1-Japanese groups were predicted to perform better than L1-English and particularly L1-Chinese participants.

Specifically, the study explores i) potential L1-L2 differences in the use of inflectional morphology; ii) particular nominal inflectional suffix(es) that pose(s) the most difficulty; 2) the effect of typological similarity/difference on native-like acquisition of five nominal inflections in L2 Turkish.

Participants were 18 Turkish native speakers and 72 advanced L2 speakers who had been residing in Turkey for at least a year. Data were collected via two tasks: a written forced elicitation task consisting of 40 items in which participants were asked to choose a suffix that best completes a given sentence; and an elicited oral production in which participants were shown 95 pictures depicting specific events that required the use of target morphemes. Participants were requested to produce, as quickly and as accurately as possible, grammatical sentences using the words provided on the pictures. The task was presented and recorded via DMDX.

The results demonstrated that overall non-native speakers were less accurate than native speakers in both tasks; yet they performed better in the written task than the oral task. Furthermore, a significant effect of L1 and Case-type were observed. Specifically, while L1 Russian participants outperformed the other L2 groups, L1 Chinese participants were the least accurate group. Moreover, across all L2 groups, Accusative Case and Plural suffixes were found to be more difficult whereas Locative Case posed less difficulty. Findings suggest that the L1 morphological system is a complex intricate issue that factors into the results in a selective fashion. Thus, L1-based problems/success cannot be attributed merely to the absence or presence of a particular morpheme in the L1. Findings will be discussed in relation to recent views on L2 morphology, particularly Lardiere's (2008) Feature Reassembly Hypothesis.

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Figure 1.

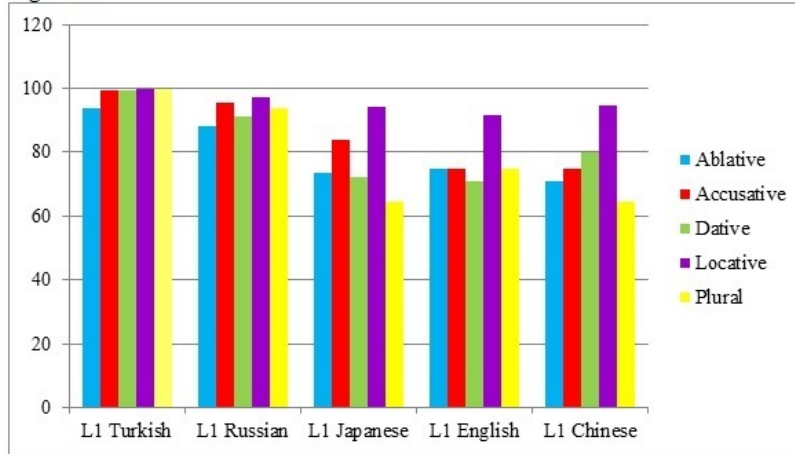


Fig.1: Mean Accuracy Percentages in the Written Forced Elicitation Task

Figure 2.

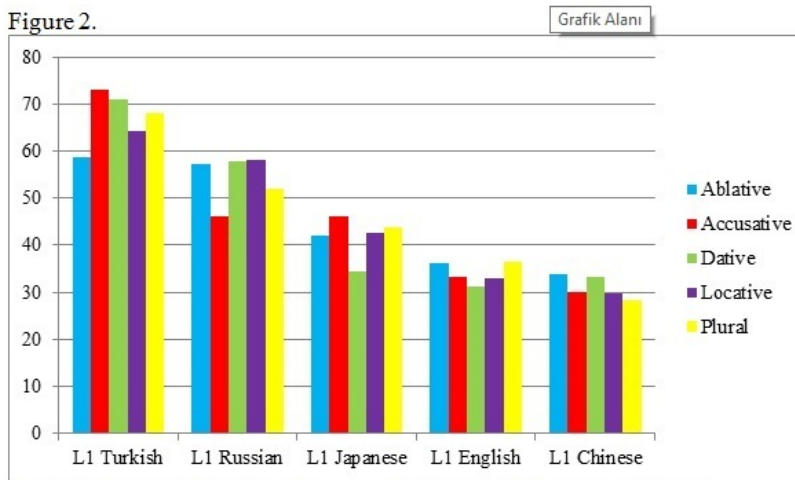


Fig.2: Mean Accuracy Percentages in the Elicited Oral Production Task

Unconscious perceiving of cross-linguistic similarity in inflectional morphology

General

Keywords: cross-linguistic similarity, unconscious perception, priming methodology

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Abstract: The earliest stages of comprehending and acquiring a new language are often characterized by the detection of familiar items or features in the formerly unknown language. Language users' conscious and unconscious perceptions of cross-linguistic similarity are an underlying factor throughout their target language development. Learners' conscious perceptions (or conscious awareness of their perceptions) of similarity have received some attention in past research (e.g. Author, Martin 2014, 2017), with the first attempts aimed at understanding the factors that govern the unconscious detection of cross-linguistic similarity (Author 1, Author 2 2017). However, little is known about how perceived similarity works in relation to unconscious cognitive processes.

This presentation is an investigation of unconscious perceptions of morphological similarity between Estonian and Finnish inflectional morphology, designed on the basis of previous research on conscious perceptions of cross-linguistic similarity (Author 1, Martin 2014, 2017) and a pilot study on unconscious perceptions (Author 1, Author 2 2017). Past priming research has shown that participants' latencies are affected by the degree of similarity between the prime and the target, and that they respond more quickly after related primes than after unrelated primes (cf. Jiang 2012). For this reason priming methodology was applied to measure the degree of perceived (psycholinguistic) similarity between pairs of items in two related languages.

Participants' perceptions were measured through their latencies on a lexical decision task involving cross-linguistic primes. The test words include Estonian and Finnish words that are or are not similar in form, ranging from most to least similar in both form and morphological function, and consist of three conditions: related, unrelated and non-word conditions. 100 L1 Estonian speakers and 100 L1 Finnish speakers, ages 18-35, all university students with various majors and having no previous knowledge of or exposure to the other language, were recruited for the study. Both groups were divided into experimental and control groups, where the control groups were given unrelated primes in the same condition where the experimental groups were given related primes. The aim of the control condition was to determine the mean reaction time for each target word as well as the precise effect of cross-linguistic similarity in milliseconds.

The results will be discussed in terms of the average reaction times obtained, which are taken as an indication of the perceived distance between each prime-target pair. The results of this study are in line with the results of previous research on conscious perception in terms of the asymmetry of perceptions: The Finns' average latency for related primes is smaller than that of the Estonians. Additionally, the Finns showed faster response times with related versus unrelated primes, and with unrelated versus nonword primes. By contrast, the Estonians showed faster response times with unrelated versus related primes, as well as with related versus nonword primes. The more detailed results provide a basis for identifying and ranking the linguistic properties that are conducive to the perception of cross-linguistic similarity.

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Estimates of nativelikeness among L2 speakers can't be interpreted: The problem and two solutions

General

Keywords: nativelikeness, age factor, critical period hypothesis

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Abstract: Research on age effects in second language acquisition has devoted much attention to the question of which L2 learners, if any, can become nativelike in their L2. According to some, no post-puberty L2 learner, or even no L2 learner at all, will ever be truly nativelike (e.g., Abrahamson & Hytlenstam, 2009; Long, 2005). To estimate how many in some population of L2 learners are nativelike, researchers commonly administer one or several tasks to a sample of them as well as to a sample of L1 speakers, define what counts as nativelike performance on the basis of the L1 speakers' task scores, and assess how many L2 learners show such nativelike performance.

Comparisons like these have been discussed conceptually (Are L1 vs. L2 speaker comparisons sensible at all?; e.g., Birdsong & Gertken, 2013) and methodologically (Are the L1 and L2 groups sufficiently large and comparable?; e.g., Andringa, 2014). But even when assuming that the L1 and L2 speakers recruited for the study can and ought to be compared, the estimates of the proportion of nativelike L2 speakers that these comparisons yield cannot be interpreted at face value. This is so because researchers never estimate how often *other* L1 speakers — drawn from the same population as the L1 speakers in the sample — would meet the criteria for nativelikeness applied in the study. Yet an estimate of this classification error is crucial for deciding how much stock to put in any nativelikeness estimate.

For instance, let's say that a study reports that 0% of L2 learners meet the nativelikeness criteria set by a sample of L1 speakers' task performance. If the same battery of tasks were now administered to another sample of L1 speakers and all of them met the original nativelikeness criteria, this would suggest that these criteria were well-calibrated and that it is unlikely that, if some truly nativelike L2 speakers did exist, they would have been wrongly categorised as non-nativelike. If, by contrast, none of the new L1 speakers met the original nativelikeness criteria, then it would be clear that these criteria were too strict. This, in turn, would imply that, if some truly nativelike L2 speakers existed, they might have been wrongly labelled as non-nativelike.

Using simulations, I will first address how large the classification errors of nativelikeness studies could be. The answer depends on the size of the L1 speaker sample, the size of the task battery, and the similarity of the tasks, but under realistic conditions, it can be huge. Then, I will discuss two possibilities for estimating the classification error associated with the nativelikeness criteria used in a given study. The first possibility is conceptually straightforward but involves collecting additional data. The second possibility is to (re)analyse the data from L1 vs. L2 speaker comparisons differently from what has become the industry standard. Either approach underscores that, even if one conceives of nativelikeness as a binary phenomenon theoretically, the data in any given study may only allow for graded probabilistic statements.

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The impact of the integration context on ultimate attainment in a second language

General

Keywords: children of immigrants, Turkish, integration policy, Western Europe, ultimate attainment

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Abstract: The social context of second-language acquisition for immigrants and their children played a central role in early structuralist studies that tried to highlight the link between integration, acculturation and acquisition (Gardner & Lambert 1972, Spolsky 1989). However, in more recent studies, the higher-level factors regarding the social context of acquisition seem to have taken a back seat compared to micro-level factors such as individual learner characteristics and the immediate context of acquisition. This paper argues that we need to re-integrate macro- and meso-level factors into discussions on second-language learners' ultimate attainment. This will be done by comparing self-assessed L2 proficiency levels among adult children of ethnic Turkish immigrants in three different Western European countries.

The data come from the large-scale project “The Integration of the European Second Generation” (Crul et al. 2012). The 430 participants were born and raised in Sweden, the Netherlands and Germany, and were between the ages of 18 and 35 at the time of data collection. The focus is on the integration context, which is viewed here as consisting of both macro-level factors such as integration policies and majority attitudes towards minorities, and of meso-level factors such as the minority group's settlement and integration patterns. The Turkish communities in these three particular countries were chosen because they differ from one another crucially on both the macro-level and the meso-level. A survey of several international comparative studies shows that these countries' integration approaches had different degrees of inclusiveness towards immigrants, ranging from multiculturalism in Sweden to partial segregationism in Germany (Aktürk-Drake 2018). Furthermore, representative data from the current project show that the integration patterns vary in the three included cities, from a large and relatively segregated Turkish enclave in Berlin to a small, multiethnically oriented and highly integrated community in Stockholm (Aktürk-Drake 2018). Rotterdam has an intermediate position.

L2 proficiency was self-assessed in interviews based on a questionnaire where the participants were asked to indicate their speaking and writing proficiency on an ascending six-level scale from “not good at all” to “excellent”. The results show that the highest L2 proficiency levels are found in Stockholm, where 68 and 75 percent of the participants reported excellent skills in L2 speaking and writing respectively. The lowest levels were found in Berlin with only 37 and 28 percent respectively reporting an excellent level in the same skills. The levels were just above 40 percent in Rotterdam. The differences between Stockholm and the other cities were statistically significant with medium-to-large effect sizes. There was no statistical difference between Rotterdam and Berlin in speaking skills but the writing skills in Rotterdam were significantly higher with a small effect size. Consequently, we can draw the conclusion that the more inclusive the integration context is towards the minority group the more likely it is that children of immigrants who grow up there will reach high levels of ultimate attainment in the majority language. Thus, macro-level factors on the policy level seem to trickle down rather efficiently to the micro-level and should not be neglected as the general frame for second-language acquisition.

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Verb placement in German as a heritage language in Poland: Comparing simultaneous with sequential bilingual heritage speakers

General

Keywords: heritage German, verb placement, age of acquisition effects

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Abstract: In heritage language research, it has been suggested that the attainment in a heritage language should be better in sequential than simultaneous bilinguals (e.g. Montrul 2008). Notwithstanding this, many studies have demonstrated great stability of verb placement in heritage syntax (e.g. Håkansson 1995). This paper investigates the representation of verb placement in German as a heritage language in Poland, by comparing simultaneous bilingual HSs with sequential bilingual HSs, on the one hand, and with age-matched monolinguals and simultaneous bilinguals living in Germany, on the other.

German is a V2 language, i.e. the finite verb appears in the second position in main clauses. It is also classified as an OV language, since the non-finite form remains in the clause-final position in root sentences (e.g., with modals: *Ich kann etwas kochen.* = *I can something cook*). Being an SVO language, Polish doesn't exhibit verb final, nor the V2 property. Finite verbs can appear in various positions depending on requirements of information structure. Non-finite verb forms in sentences (with modals) do not occupy the clause-final position.

The study included a total of 50 children, subdivided into the following four groups: (i) 20 heritage speakers of German who were exposed to Polish in childhood (mean age: 9;9, range: 7;0-12;11), (ii) 10 heritage speakers who were exposed to German and Polish simultaneously from birth (mean age: 8;8, range: 4;5-12;4), (iii) 10 simultaneous bilinguals living in Germany (mean age: 10;1, range: 4;11-13;9), (iv) 10 German monolinguals (mean age: 8;8, range: 7;3-10;6). Sequential bilinguals started to acquire Polish at the age of 3;0-11;0 ($M=6;3$), their length of residence varied from 0;9 to 8;6 ($M=3;7$). Data were gathered in Poland and in Germany using three experimental tasks conducted in E-Prime: (i) an acceptability judgement task (AJT), (ii) a two-alternative forced-choice task (FCT), and (iii) a sentence repetition task (SRT). Materials consisted of sentences which violated the syntactic structure (*V3 and *VO), and control sentences (V2 and OV).

The results of the AJT reveal no differences between the groups. Similarly, and not surprisingly, no group made any significant alternations in verb placement in the SRT. However, a strong tendency was found for simultaneous bilingual HSs to repeat sentences less accurately than the other groups. Differences arise in the FCT, in which simultaneous bilingual HSs prefer sentences with the *V3-order (XSV; both with adverbs and nominal subjects) and non-finite verbal elements in the non-final position more frequently as compared to all other groups. Moreover, processing times in the AJT and FCT show that simultaneous bilingual HSs take longer to make judgements and decisions about sentences.

These outcomes, then, suggest that HSs whose input is split up between the two languages from birth may generally be at a disadvantage in comparison to HSs who started to acquire the majority language later in childhood, thus supporting the findings of Montrul (2008). But more specifically, verb placement seems to be robust since the disparity between simultaneous bilingual HSs and the other groups is evident in the FCT only. The different processing times seem rather to reflect general sentence processing speed, irrespective of verb placement. I will argue that the results can be accounted for in terms of delayed acquisition or permanent optionality in heritage syntax.

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Expressive and receptive vocabulary in L2 Swedish of bilingual Swedish-Turkish and Swedish-Arabic preschoolers compared to Swedish monolinguals

General

Keywords: vocabulary, Swedish, preschool

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Abstract: Whilst many studies of vocabulary development in child dual language learners deal with English (e.g. Bialystok et al., 2010; Hoff et al., 2014), other languages are often not well documented. In Sweden, despite the fact that 25% of children are growing up with two languages (Statistics Sweden, 2017), simultaneously (2L1) or sequentially (early L2), no larger studies exist of the vocabulary skills of children with Swedish as L2.

We present results from the largest study of Swedish-speaking preschool children's vocabularies carried out to date. The aim was to investigate age development in L2 Swedish expressive and receptive vocabulary in bilingual preschoolers and compare it to monolinguals. 216 Swedish-speaking 4-6-year-olds participated in this cross-sectional study: two groups of sequential bilinguals (early L2 learners), with either L1 Turkish (N=74) or L1 Arabic (N=70), and one group of Swedish monolinguals (N=72). All participants attended Swedish-medium preschools. In Sweden, preschool is widely offered from age 1 to 6, the final year being a preparatory year for primary school, which starts at age 7.

The children's receptive and expressive vocabulary was tested with the Swedish version of the Cross-Linguistic Lexical Task (CLT; Haman, Łuniewska, & Pomiechowska, 2015), a set of vocabulary tasks developed for preschoolers, consisting of picture-selection and picture-naming tasks for nouns and verbs. (The bilingual children's vocabulary knowledge in Turkish and Arabic was assessed in a comparable manner.) Parental questionnaires were used to collect information about the socio-economic status (SES) of the families, general language development and the bilinguals' exposure to and use of their two languages (cf. Bohnacker, Lindgren & Öztekin 2016).

Clear age effects were found in all three groups. Receptive vocabulary was at a higher level than expressive vocabulary at all ages. The sequential bilingual learners had significantly lower Swedish scores than the monolinguals at all ages. Whilst there was considerable individual variation, on average, the bilingual 6-year-olds had lower scores than the monolingual 4-year-olds. The L1-Arabic group performed significantly lower than the L1-Turkish group. The results are discussed in light of background factors such as SES and use of and exposure to (L2) Swedish and point towards the importance of taking such factors into account when explaining differences in vocabulary between mono- and bilingual children. As we also have additional CLT data from 50 7-year-old L1-Turkish and L1-Arabic children, these may shed light on how the bilinguals' Swedish vocabulary develops beyond preschool into the first grade of primary school, compared to monolingual Swedish children.

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162 - Bilingual education trumps socioeconomic status: L1 and L2 development in primary school learners of English as a foreign language

General

Keywords: bilingual education, socioeconomic status, second language development

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Abstract: In recent decades several studies have demonstrated that dual language use and socioeconomic status (SES) are powerful experiences that affect children's linguistic and cognitive development (Bialystok 2017). The combined influence of these experiences has received much less attention although they typically co-occur: Children's day-to-day experiences are rooted in their language background and their family's socioeconomic status. The few notable studies that examined how children adapt to these experiences have shown bilingual effects on cognition in both low and high socioeconomic settings (e.g., Engel de Abreu et al. 2012).

The present study explores the role of bilingual education and family socioeconomic status in the development of L1 and L2 abilities of primary school children. More specifically, we focused on the combined effects of bilingual education and SES and parenting style using parental education level as well as home enrichment as potential mediating variables. To do so, we aimed to answer the question of how L1 and L2 skills develop over time in regular EFL and bilingual educational settings and examined the combined effects of school type and SES in these contexts.

Participants (N=52) were students at regular (German) and bilingual (German-English) primary schools in Germany. In a longitudinal study, we used school type and SES as between-subjects factors, and receptive L1 (German) and L2 (English) vocabulary and grammar as within-subject factors. Data on family SES based on parental education level and home enrichment were elicited using a parental questionnaire.

Preliminary statistical analyses included repeated measures ANOVAs and multiple linear regression. The analyses revealed that the bilingual education group outperformed their peers at monolingual schools where the students learned English as a foreign language, and consequently, had much less contact with the English language (2 lessons per week) regarding all L2 linguistic variables while their L1 development did not differ significantly from that of students in mainstream monolingual education. Furthermore, the results suggest that family SES measured by parental education level as well as home enrichment predicted L1 development in students at monolingual schools, however, they had a much lesser and statistically insignificant impact on both L1 and L2 development in bilingual school settings. These results demonstrate that the benefits of a bilingual education program extend to children from different family socioeconomic backgrounds and that bilingual programs may help level the playing field for children of low family socioeconomic status.

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Advanced biliteracy in the academic written production of bilingual speakers of Swedish and Spanish as a Heritage Language

General

Keywords: Academic writing in bilinguals, written production in Spanish as heritage language, biliteracy

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Abstract: The number of bilingual speakers of Swedish and Spanish as a heritage language (HL) in Sweden is considerable (King & Ganuza 2005) yet there is little research about them (Parada 2016). HL speakers seldom develop advanced-level written proficiency in their HL; instead, they tend to use colloquial language (Valdés 2014). Writing in academic genres poses a considerable challenge to university students in general (Swales 2014). HL speakers are not an exception, especially considering that their educational needs have not yet been incorporated to the tertiary level of education in Sweden (Alberius et al. 2017). Research on HL users' academic writing in Sweden is particularly sparse.

HL speakers are those individuals who have been exposed to an L1 (in this study Spanish) in the immediate environment since early childhood while having been exposed simultaneously to the majority language (here Swedish) in the context where they live (Irizarri 2016, Montrul 2012, Rothman 2009). HL speakers constitute a heterogeneous group whose language skills vary (Flores, Kupisch & Rinke 2018; Yaguas 2010), since factors such as the level of education in the HL (Bylund & Díaz 2012) and the amount of contact with the HL (Donoso 2017) have an impact on their linguistic repertoire.

On this background, the aims of this study are, firstly, to find out whether HL speakers adopt Spanish writing conventions when writing in Spanish or if they rely on the writing conventions of their dominant language, in this case Swedish. Given that HL speakers have had exposure to Spanish since birth, it was expected that lexicogrammatical features in their academic writing in Spanish would be native-like, which could be interpreted as linguistic interdependence phenomena (Cummins 1979), whereas their rhetorical style and information structure would be similar to those of Swedish-speaking L2 users of Spanish, a case of reverse transfer: transfer from an L2 to an L1 (Cook 2003). The second aim is to find out if users of Spanish as an L2 exhibit the same kind of writing conventions as Spanish HL speakers. On the basis of research on cross-linguistic influence (Ryan 2018), it was hypothesized that L2 users of Spanish would exhibit non-nativelike features of lexis and grammar.

The data of the present study are BA-degree projects, n=75, and research papers, n=10. BA-degree projects constitute a highly demanding task due to the modest preparation students get to write in this specific genre (Swales 2018).

The participants are university students: Spanish HL speakers (simultaneous and sequential bilinguals), n=25; Spanish L2 speakers (Swedish L1), n=25 and Spanish natives, n=25. At the time of the data collection, the groups were in their third term of Spanish (C1 according to the CEFR) as a foreign language at university level.

In order to investigate the features that the different groups display in academic writing, a non-experimental comparative study was carried out in which the analytical categories of intertextuality management, information structure (Swales 2004; 2014), syntactic complexity, subclause ratio (Bulté & Housen 2014) and text-binding (Portolés 2003) were measured.

The results show that HL speakers' texts share features that are typical of spoken Spanish. In their texts, text-binding functions are expressed by paratactic structure and paraphrasing. Some plausible explanations might be assigned to the type of schooling received in Swedish and in their HL, since the teaching in the HL is centered on spoken rather than written production. Reverse transfer could also be an explanation. The L1 and L2 groups display a high degree of syntactic complexity. The L2 users commit more lexical-grammatical errors than the Spanish L1 and HL users. Implications for biliteracy development in HL- and L2 users are discussed.

Annotating Swedish Learner Language. Insights from designing and implementing the SweLL correction taxonomy

General

Keywords: Second language use, annotating learner language, learner corpora

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Abstract: In this paper we are going to present and discuss the taxonomy for correction annotation of the corpus Swedish Learner Language (SweLL). Corpus linguistics has during recent decades become an increasingly important and integrated part of second language research. While there exist larger annotated learner corpora for a range of different languages, e.g. English, German and Norwegian (cf. Granger et al. 2002, Reznicek et al. 2012, Tenfjord et al. 2004), to this day there are no such resources for the study of Swedish learner language. The main aim of the infrastructure project Swedish Learner Language (SweLL) is therefore to make an annotated learner corpus of Swedish available for SLA researchers. The manual annotation of such a corpus has to be considered from a computational and corpus linguistic, as well as from an SLA perspective. The development and implementation of a taxonomy for the annotation of learner language generates a range of theoretical and implementational questions that are especially challenging from the SLA researcher's point of view. The design of such a taxonomy is, on the one hand, crucial for which questions SLA researchers will be able to investigate in the corpus. On the other hand, both the design and the implementation of a taxonomy for the annotation are largely affected by the principles for the preceding *normalization*, i.e. the "translation" of the original learner text into a target hypothesis closer to a standard-like variety of the target language, that is necessary for the automatic linguistic annotation (e.g. POS-tagging) of the corpus (cf. Volodina et al. 2018).

Developing a taxonomy that takes into account computer linguistic and corpus linguistic requirements as well as theoretical issues and potential research questions within SLA has proven a difficult and time-consuming task, within the SweLL infrastructure as well as in previous learner corpus projects (Lüdeling & Hirschmann 2015). In this paper we are going to discuss the SweLL taxonomy in relation to the processes and principles of normalization and *correction annotation*. Furthermore, we will present results from the annotation pilots.

The project is also aiming to explore the possibility to use the SweLL taxonomy for highlighting aspects of the learner data that show what the learners actually do master at their respective stage of language development. This is going to be discussed in relation to methods within learner corpus research, such as the fine-grained annotation proposed by Díaz-Negrillo & Lozano (2013) and *potential occasion analysis* (Thewissen 2013).

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Consolidation processes in adults and children learning morphological inflections in a novel language

General

Keywords: Morphological inflections, Age, Artificial language

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Abstract: Learning of a novel language involves both online learning processes, that occur during practice, and offline consolidation processes, that occur after the end of each practice session. Studies in other cognitive and motor domains show that consolidation processes may be either time or sleep dependent, and may result in qualitative changes to the memory trace. According to some models the process of consolidation involves the enhancing of shared aspects from separate events, resulting in the extraction of regularities which are the basis for generalization [1]. Our previous behavioral and fMRI studies [2, 3], in which adults learned affixal morphological inflections in an artificial language, showed both item specific learning as well as learning of statistical regularities. Brain regions associated with procedural learning were sensitive to factors such as affix-type-frequency, and the affix phonological predictability.

In the presented studies we examined the process of consolidation in adults and children learning morphological inflections in the same artificial language. Adults and children differ in their ability to achieve native-like proficiency when learning a second language [4]. They were suggested to rely on distinct learning mechanisms, particularly for the acquisition of grammar [5]. Although these difference were found in natural second language studies, they were not confirmed in controlled laboratory experiments.

Our first study examined the hypothesis that adults and children differ in their consolidation processes when learning a novel language. We tested the effect of sleep on consolidation of morphological inflections in an artificial language in adults and children ages 9-10. From each age group half of the participants were trained in the morning and half were trained in the evening, and everybody were then tested 12 and 24 hours post training. Our results showed that while children's performance improved after the end of training, this was not affected by sleep. In contrast, adults did not show any offline improvement after training, but their performance decayed during wake, while sleep had a protective effect. These results suggest that practice in a second language induces more robust consolidation processes in children compared to adults. This may explain the advantage of children in learning a second language.

Our second study examined individual differences in the consolidation of morphological inflections in a novel language. Previous studies suggest the factors affecting consolidation depend on the task at hand. In this study a group of adults learned the artificial language in the evening and were tested again 12 hours (1 night) and 36 hours (2 nights) post-training. We found that some individuals showed offline improvement after one night and others improved only after 2 nights. Early improvement was predicted by high phonological awareness in L1 measured prior to training. These results suggest that prior knowledge is associated with consolidation when learning a novel language. These results can explain the mechanisms by which prior linguistic abilities can affect the accumulation of knowledge in a second language and eventually the attainment of higher proficiency.

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Intrinsic factors constraining the use of subject referential expressions in L1 English-L2 Spanish: a corpus-based study of topic continuity contexts

General

Keywords: Subject referential expressions, L1 English-L2 Spanish, topic continuity

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Abstract: In topic continuity (TC) contexts where a referent is maintained throughout clauses, L1English-L2Spanish learners have been shown to overuse and overaccept overt referential expressions (REs) in subject position (overt pronouns and full NPs) regardless of the context investigated (e.g. coordination/subordination). These results have been mostly accounted for by 1) residual deficits that learners show according to the Interface Hypothesis (Sorace & Filiaci 2006), 2) the low accessibility of a referent following the Accessibility Theory (Ariel 1990), or 3) cross-linguistic effects as predicted by the Interpretability Hypothesis (Tsimpli and Dimitrakopoulou 2007), among others. However, other more intrinsic factors such as the distance between REs and their antecedents, and the number/gender of potential antecedents (Lozano 2016) have also accounted for the overexplicitness found in the written production of learners, although they have not been explored in detail.

A linguistically-motivated, corpus-based approach is taken to developmentally analyse the aforementioned factors in written compositions from three groups of L1English-L2Spanish learners (beginners, intermediates, and advanced, N=57) vs. a comparable Spanish native control subcorpus (N=20) from CEDEL2 (<http://cedel2.learnercorpora.com/>). The focus is on TC contexts since they have proved to be particularly problematic for learners. Each subject RE in TC was assigned different tags following a fine-grained tagset (Fig.1) implemented in the UAM CorpusTool: 1) form of the RE (null pronoun/overt pronoun/NP), 2) syntactic pattern in which it occurs (coordination/non-coordination), 3) type/distance of chains created between REs and their antecedent(s), a factor that has not been fully explored previously, and 4) number/gender of potential antecedents.

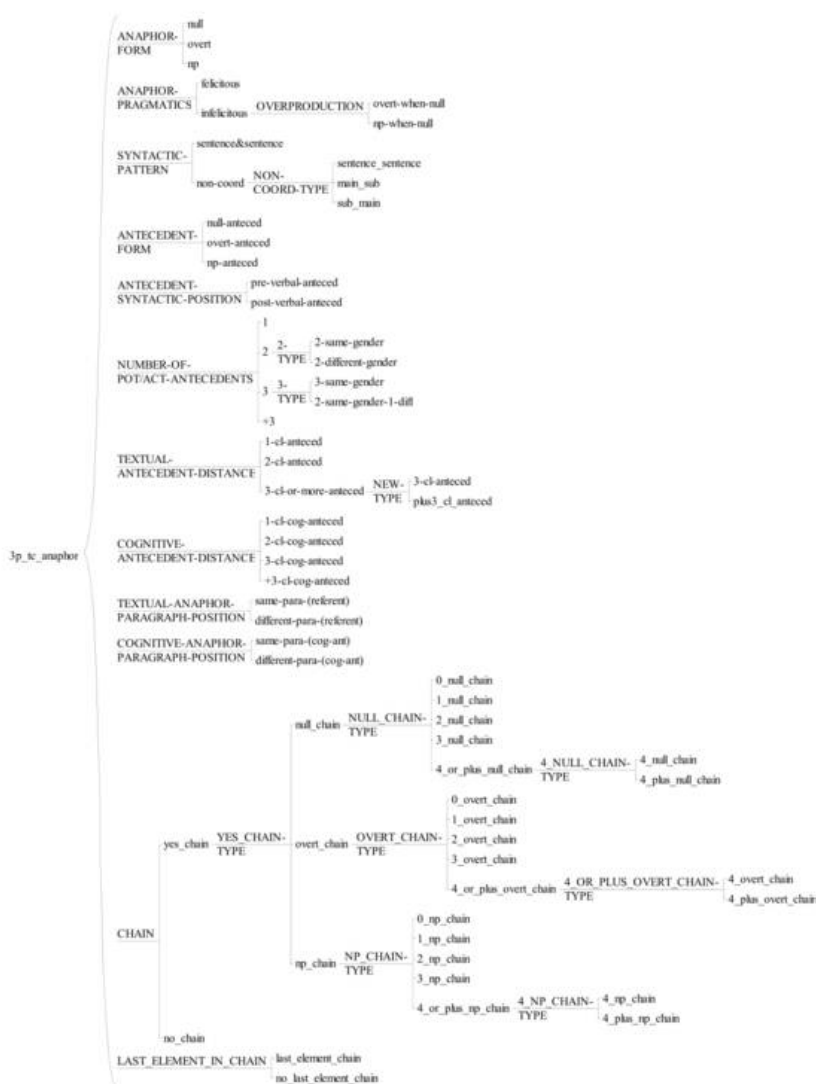
The results show that learners overuse overt pronouns and NPs in TC, although to a lesser extent as proficiency increases (*inter alia* Lozano 2016; Rothman 2009). This overuse of overt forms is minimised in contexts of coordination with coreferential subjects even at early stages of acquisition (beg.17.4%, int.14%, adv.9.9%, nat.0%), arguably because English does not require subjects to be overtly realised in such contexts. Results also show that learners significantly produce more frequent and longer chains of null pronouns (like natives) with increasing proficiency, which might indicate that the antecedent is activated enough not to be overtly expressed. In addition, the number of potential antecedents seems to only modulate the grammar of intermediate learners: a higher production of overt forms is found in contexts where the number of potential antecedents increases. By contrast, an increase in the number of potential antecedents does not seem to pose problems for advanced learners or natives. Additionally, the overproduction of overt pronouns and NPs can be explained in terms of the gender of potential antecedents in the grammar of intermediate and advanced learners: when their gender is different, overt pronouns are more likely to be produced, whereas NPs are more common with same gender antecedents so as to avoid ambiguity. These results are in line with the Pragmatic Principle Violation Hypothesis (Lozano 2016), which claims that learners are more redundant than ambiguous.

In short, this corpus approach shed light on factors constraining the use of REs which had been overlooked in previous studies.

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Figure 1.



Multilingual boost vs. cognitive abilities: Testing two theories of multilingual language learning in a primary school context.

General

Keywords: multilingualism, classroom learning, cognitive abilities

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Abstract: Theories of multilingual language learning often assume that previous language learning experiences in at least two languages provide advantages for additional language acquisition and learning (de Angelis, 2007). The explanations for such ‘boost theories’ of multilingualism range from transfer of linguistic patterns, transfer of skills (e.g. reading, writing abilities, often referred to as ‘interdependence’, see Cummins, 1991), to metalinguistic and metacognitive advantages that are caused by bi- and multilingualism (E. Bialystok, 1993; El Euch, 2010).

A review of the literature reveals that much of the evidence stems from comparisons of bilinguals using two languages every day and monolinguals learning a third language (Cenoz, 2003), or from samples with initial selection biases for the bi- or trilingual group (Hofer, 2014). It is therefore difficult or impossible to assess the causal impact of the first foreign language learning experience on additional language learning. Moreover, other scholars emphasize the importance of general cognitive abilities that predict ease or difficulty in language learning, regardless of the number of languages in the learners’ repertoires (Genesee, Geva, Dressler, & Kamil, 2006). Finally, while many studies focus on (young) adults, not enough is known about such potential multilingual advantages in children.

In this talk, we present evidence from a primary school context in a German-speaking area in Switzerland. The main goal is to investigate whether theories involving a multilingual advantage or theories mainly relying on cognitive abilities as predictors for foreign language learning fit the data better. The 135 primary school children (in 5th and 6th grade) tested are predominantly German-speaking, and they learn first French and then English as a foreign language in school. German, French, and English proficiency were tested in holistic tests (C-Tests, computer-based proficiency test, reading comprehension test). Furthermore, verbal and visuo-spatial working memory as well as general IQ were tested.

Two structural equation models are fitted to the data. Both contain a construct (“cognition”) measured by IQ and memory tests. The first model, “multilingual boost”, includes regression paths among the three languages tested to capture potential beneficial effects of previously acquired languages on the third language (English). The second model, “cognitive abilities”, only estimates the regression paths from cognition to the three languages.

There are medium sized standardized estimates from cognition to language proficiency in both models (ranging between 0.35 and 0.62). The estimates among the three languages in the multilingual boost model are low (between 0.05 and 0.18). A model comparison shows that although both models are acceptable, the more parsimonious model should be preferred since modelling the interdependence of the three languages does not substantially increase the model fit to the data.

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Clarifying the influence of bilingualism on executive control development

General

Keywords: executive control development, bilingual experience, returnee children

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Abstract: Executive control (EC) is defined as goal-directed regulation of thoughts and actions (Hilchey & Klein, 2011). Among the factors that influence EC development, bilingualism has attracted increasing attention over the last two decades. A few studies have shown bilinguals with *more* bilingual experience to perform *better* on EC tasks than others with less experience (for a review see Bialystok, 2007). Yet, it is still unclear which specific dimensions of bilingual experience contribute to individual differences in EC performance. Moreover, very few studies have approached this question from developmental and longitudinal perspectives, looking at how the bilingual experience influences *development* in EC performance during childhood. Therefore, the goal of the present study is to longitudinally examine what aspects of the bilingual experience promote changes in EC performance over time.

This study examined how different aspects of the bilingual experience—L2 proficiency, L2 exposure, and age of L2 onset—influence the development of EC in 7-13 year-old bilingual ‘returnee’ children. Returnees are children who were immersed in a second language (L2) environment and returned to their first language (L1) environment. Targeting this population allowed us to unravel age-related effects from bilingualism, since age *increased* whereas contact to the L2 *decreased* over the course of the longitudinal study.

The participants were 36 Japanese-English bilingual children, who acquired English as L2 in a foreign country (e.g., UK, USA) and had recently returned to Japan. The summary of the returnee children are presented in Table 1. Their English exposure in Japan was measured using the Bilingual Language Experience Calculator (Unsworth, 2016). The returnee children’s English exposure decreased by 42.3% since their return to Japan. The participants were categorized by JOES (an organization that provides information session for returnee families) in one of the three English proficiency groups within their age range: basic (n=12), intermediate (n=12), or advanced (n=12).

We administered three EC tasks shortly after children’s return to Japan and a year later. We used *Advanced DCCS task* to measure the ability to switch flexibly between mental sets or tasks; *Simon task* to measure the ability to inhibit unwanted and irrelevant responses; and *N-back task* to measure their Working Memory, that is, the ability to temporarily maintain and process information.

The results from the linear mixed effect model showed that children had become faster at responding in all three EC tasks over time (but no changes were observed in inhibition and switching costs). Most importantly, L2 proficiency, but not L2 exposure or age of L2 onset, predicted the rate of development in all three EC tasks. Across all three EC tasks, the rate of improvement in overall reaction time was significantly greater in the advanced English proficiency group, suggesting that the more proficient the children were in their L2 English, the faster they had become in responding to the stimuli. The prominent role of proficiency as a predictor for greater cognitive improvement has been widely examined in bilingual literature (Hilchey & Klein, 2011). In line with past studies, our finding also shows that proficiency is the key variable that influences the development of cognitive abilities in children.

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Table 1: Summary of participant information

	Age at first testing	Age at second testing	Length of residence abroad	Age of L2 onset	L2 exposure abroad	L2 exposure in Japan
Mean	9.8 (years)	10.8 (years)	4.1 (years)	5.0 (years)	46.8%	4.5%
Min	7.6	8.6	2.0	1.2	26.5	0
Max	13.0	14.0	12.8	9.7	82.4	20.5

Assessing Oral Performances in a Monologue Speaking Task

General

Keywords: Speaking assessment, CALF, human ratings,

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Abstract: In this study, researchers explored the relationship between two approaches to oral performances assessment: CALF indices and human raters' perceived evaluation. In second language (L2) speaking research, one common method of analysis is using CALF (complexity, accuracy, lexis, and fluency) indices. However, tasks are usually goal-oriented, so the degree to which students achieve those goals should be assessed (Pallotti, 2009). In an opinion-based monologue speaking task, task goals can include; stating opinions clearly, providing reasons for opinions, and elaborating on ideas coherently in addition to linguistic competence. However, previous research has only looked at learners' oral performances based on CALF statistics and have not investigated the degree to which learners successfully achieved task goals. By incorporating human ratings in a speaking assessment, researchers can better understand the relationship between the objective CALF indices and the extent to which learners achieve a communicative goal (e.g., stating opinion clearly). In the current study, the researchers used both CALF indices and human raters' judgement of perceived communicative adequacy to analyse L2 learners' oral performances. Communicative adequacy was specifically defined as the degree to which a learner successfully achieves the task's goals in terms of monologue organization and linguistic competence. The following research question was investigated: What is the relationship between measures of CALF (syntactic complexity, lexical complexity, syntactic accuracy, fluency) and human ratings of communicative adequacy?

The participants were 48 first year Japanese university students. The participants' oral performances of two minute-long monologues were audio-recorded. The recorded audio data were transcribed and analysed using nine CALF measures: mean length of AS unit (Analysis of Speaking unit) and clauses per AS unit for complexity, error-free AS unit for accuracy, lexical diversity for lexis, mean length of syllable, mean length of pauses, mean length of run, phonation time ratio and repair for fluency.

In addition, 11 human raters evaluated the same recorded oral performances. The rubrics for human raters were modified based on rating scales from Iwashita, McNamara and Elder (2001). Raters evaluated participants on the following domains; topic organization, fluency, and accuracy and complexity using a 5-point rating scale ranging from 1 (Unsatisfactory) to 5 (Completely satisfactory). The raw scores by human raters were considered as overall communicative adequacy, which can be converted into one logit, and statistically analyzed using multifaceted Rasch analysis with the FACETS program version FACETS 3.71.4 (Linacre, 2013). To answer the research question, correlation coefficients were calculated between the nine CALF measures and the human rating scores.

The results of a Pearson correlation analysis showed that communicative adequacy positively correlated significantly with two fluency measures: Mean length of run ($r = .33$) and Phonation time ratio ($r = .60$, respectively). Communicative adequacy had a negative relationship with mean length of pauses ($r = -.63$), which indicated that longer pauses are associated with a lower degree of communicative adequacy. No correlation was found between other indices and human rating. Pauses can give raters the impression of a speaker's slow L2 processing (Sato, 2014; Sato & McNamara, 2018); thus, the speaking performances were rated as less communicatively adequate when the speakers produced longer pauses. This presentation concludes with pedagogical implication regarding the importance of including fluency development in the language classroom.

Developing and piloting a scale to assess second language speech fluency on a paired-interactive task

General

Keywords: speech fluency, rating scales, interactional competence

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Abstract: Second language speech fluency (i.e. fluency) has long been a key component of scoring rubrics for oral proficiency tests and assessments. Fluency, however, is a complex and contextually-dependent construct; thus, it is problematic to define and operationalize (Koponen & Riggensbach, 2000). Moreover, although much research on fluency has traditionally focused on measuring and assessing speech performances elicited from individual speech tasks, few studies have investigated how fluency is measured and assessed on interactive speech tasks (e.g. Sato, 2014; DeJong, 2016). In response, this doctoral research project set out to develop and pilot a rating scale to assess fluency on a paired-interactive task for classroom-based assessment purposes. To develop this scale, this study incorporated a two-phase mixed-methods sequential exploratory design (Creswell & Plano Clark, 2011). Through this design, qualitative data was collected and analysed, resulting in the development of a fluency rating scale, which was used to collect and analyse quantitative data. In the first phase, 14 graduate students were video-recorded performing a seven-minute conversation task twice with two different conversation partners, resulting in 14 seven-minute video-taped conversations in total. Learners were given a prompt sheet that included three possible topics for discussion: (1) Learning English as an additional language; (2) Living in Canada; and (3) Future/academic career goals. Seven instructors individually watched 4 out of the 14 performances. Each instructor watched the videos once without stopping and wrote comments about strengths and limitations related to fluency while time-marking significant fluent or disfluent moments either within or between speakers. Afterwards, instructors were audio-recorded discussing their observations; in particular, they were asked to discuss these significant moments of fluency or disfluency. In the end, all 14 video-recorded performances were watched and rated by two different raters. Six themes were extracted from the analysis of the audio recordings, which were used to create analytic criteria questions as per Fox, Von Randow, and Volkov (2016). The six themes include the following: (1) smoothness; (2) efficiency; (3) sophistication; (4) clarity; (5) facilitating topics and turns; and (6) supporting the conversation partner. Categories and codes were then used to create the band descriptors. In the second phase, 37 instructors were recruited to use the newly-created, six-point fluency rating scale, in order to rate 10 learner-performances on the same conversation tasks. According to analyses of Cronbach alpha, a strong inter-rater reliability was found for each of the six items; additionally, a strong inter-item reliability was found between all six items on the scale, contributing to validity evidence that is continuously being accumulated regarding the use of this scale in real-life classroom settings. Furthermore, a multiple regression analysis of a wide variety of temporal measures of fluency (e.g. speech rate, within-clause pause rate) and associated measures of speech (e.g. lexical diversity and the number/type of backchannels) revealed that several of these measures – within-clause pause rate in particular – seem to be strongly associated with predicting learners' ability to speak fluently on this task. Overall, both the quantitative and qualitative analyses emphasize the interconnectedness between temporal and non-temporal measures of speech, indicating how core features of the fluency construct (e.g. speed and flow of speech), in both qualitative and quantitative terms, intersect with features that may be peripheral to the fluency construct (e.g. linguistic resources, interactional skills), providing implications for the development of construct definitions of fluency on assessment tasks. As fluency is believed to be a highly contextually-influenced construct, the results are discussed within an interactional competence framework (Galaczi & Taylor, 2018). Further implications are provided for practitioners interested in enhancing their understanding of how speech fluency may be measured and assessed on an interactive task.

L2 experience influences semantic memory but not mapping of L1 colour terms

General

Keywords: linguistic relativity, bilingualism, colour

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Abstract: Despite humans sharing a common physiology of colour vision, there exists considerable cross-linguistic diversity in how natural languages carve up the visible spectrum. For example, some languages have a 'grue' term describing both green and blue, while some others have separate monolexemic terms for light and dark blue (van Olmen & Athanasopoulos, 2018). A natural question to ask here is whether the acquisition of a new language with different colour terms has any effect on colour categorization in the first language (L1). Indeed, there is some evidence to suggest that the way bilinguals semantically map their native colour terms on colour space may change as a function of second language (L2) acquisition (Ervin, 1961; Caskey-Sirmons & Hickerson, 1977; Jameson & Alvarado, 2003; Athanasopoulos, 2009). A potential limitation of this line of research is its focus on either foreign language learners or late L2 learners, or bilinguals residing in a largely monolingual L2 context

In the current study, we expand the scope of research to early functional bilinguals residing in a multilingual context. This was done in order to assess the extent to which previous findings on bilingual colour categories are context-dependent, and the extent to which they may be generalized to this novel setting. Forty-five adult L1 isiXhosa - L2 English bilinguals residing in multilingual South Africa participated in the study. These individuals had acquired English mainly as a lingua franca through peer interaction and as a medium of instruction in school. From a typological viewpoint, the language pair English-isiXhosa was chosen because unlike English, isiXhosa do not lexically differentiate between *green* and *blue*, but instead denote this part of colour space with a grue term (*luhlaza*). The specific aim of the study was thus to see whether the participants' experience with the English language had affected their semantic mapping of the isiXhosa-specific *luhlaza*. The data was collected in accordance with standard methodology in colour research: the participants provided lists of isiXhosa basic colour terms for semantic memory analysis, and identified prototypes and category boundaries for the terms given. Standardised colour stimuli (Munsell) were used for prototype and boundary elicitation, and light conditions were controlled throughout the entire session by means of a daylight lamp. Additionally, participants filled in a questionnaire on their language acquisition trajectories.

The results showed that the identification of *luhlaza* prototypes and category boundaries was largely unaffected by factors such as frequency of L1 and L2 use, or L1 and L2 proficiency. However, semantic memory was found to be modulated by L2 experience. Specifically, participants with higher proficiency in English were more likely to exhibit weaker semantic memory for *luhlaza*, as manifested in a moderate correlation between self-rated English proficiency and the position of *luhlaza* on the colour naming list. Thus, consistent with Athanasopoulos (2009), L2 experience may alter semantic memory for specific colour terms present in one but not the other language of bilinguals. However, the current results also suggest that despite prolonged exposure to and use of English, there is only limited detectable English influence on isiXhosa colour category prototypes and boundaries on the colour space. The conclusion that semantic mapping of L1 colour terminology is largely resistant to L2 influence may be ruled out in light of previous research showing more extensive effects of L2 on the L1 in this domain. A more likely possibility, consistent with Canagarajah's (2007) view of multilingual language development, is that the current multilingual setting, where the L1 is constantly used alongside and interchangeably with a (lingua franca) L2 English, provides less evidence of native English colour partitions, thus leaving semantic representation of L1 categories largely unaffected.

Contributions of declarative and procedural memory to accuracy and automatization during L2 practice

General

Keywords: declarative memory, procedural memory, L2 automatization

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Abstract: Recent developments in the study of individual differences in L2 development have highlighted the role of declarative and procedural learning ability as important L2 predictors of attainment in grammaticality judgment tests (e.g., Faretta-Stutenberg & Morgan-Short, 2018; Hamrick, Lum, & Ullman, 2018; Morgan-Short, Faretta-Stutenberg, Brill-Schuetz, Carpenter, & Wong, 2014). At least two other studies have examined the role of these individual differences for accuracy by tracking attainment over a more fine-grained time course during L2 practice (Pili-Moss, 2018), or have investigated the relationship between procedural learning ability and automatization (Suzuki, 2017). However, no studies to date have simultaneously looked at the role of both learning abilities for the development of L2 accuracy and automatization during practice.

In the artificial language learning task employed in Morgan-Short et al. (2014), the present study aimed to look at how declarative and procedural learning ability contributed to attainment during practice investigating their relationship longitudinally with measures of accuracy in L2 comprehension and production and of automatization in L2 comprehension, as reflected by the coefficient of variation (CV; Segalowitz, 2010).

Fourteen monolingual speakers of English were trained in Brocanto2 (a fully meaningful and productive artificial language) in the context of a computer board game similar to draughts over four sessions (two weeks). After a vocabulary training phase and aural exposure to the language in incidental learning conditions, the participants practiced using the language by playing a computer board game that alternated between two comprehension and two production blocks for a total of 72 blocks (12 blocks on session one and 20 blocks per session thereafter, 1440 stimuli in total). In the comprehension blocks, the participants were asked to perform game moves after hearing a corresponding Brocanto2 stimulus sentence, whilst in the production blocks, participants described a move they saw on screen using the artificial language.

Beside accuracy scores (comprehension and production blocks), reaction times (RTs) were also collected for comprehension, and the corresponding CV was calculated as an index of automatization (Segalowitz, 2010). Mixed-effects models of the accuracy data revealed that declarative learning ability was a significant predictor of accuracy in comprehension throughout practice, whilst procedural learning ability did not predict accuracy in either comprehension or production. Further, modelling of the CV data revealed that procedural learning ability, as well as a positive interaction between declarative and procedural learning ability, were significant predictors of automatization.

Overall, these results confirm the role of declarative learning ability in the early stages of adult L2 development. Furthermore, they provide the first behavioural evidence the author/s are aware of for the predictive role of procedural learning ability in the early stages of automatization, supporting the predictions of current applications of Skill Acquisition theory to L2 development (e.g., DeKeyser, 2015). Finally, the role of the interaction between declarative and procedural learning ability in L2 automatization would also be compatible with recent cognitive models envisaging the possibility of co-operative or competitive interaction between the declarative and procedural memory systems in the acquisition and processing of a second language (Ullman, 2005; 2016).

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Meta-analytic reviews: A call for more cautious sampling

General

Keywords: meta-analysis, critical review, TBLT

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Abstract: Meta-analytic reviews collect as many empirical studies on the effect of a given factor as possible, and then calculate the average effect from that pool. If the factor of interest is to do with language instruction, a meta-analysis can be very useful for teachers and course designers because it helps to estimate with greater confidence than any individual study whether the chosen factor plays a role that is not confined to specific contexts and how substantial it is likely to be. Since few practitioners (including professional development providers) find time to read empirical studies (e.g., Marsden & Kasprovicz, 2017), they might even consider the bottom line of a meta-analytic review as a shortcut into the available research evidence and may then rely on this to inform their instructional practices.

This presentation calls for caution in this regard, because the outcome of a meta-analysis is inevitably determined by how clearly the factor of interest is delineated and how primary studies are sampled for inclusion. That drawing conclusions and implications from a meta-analysis can be far from straightforward will be illustrated first with reference to a recent meta-analytic review by Bryfonski and McKay (2017) about the effectiveness of task-based language teaching (TBLT). One of the issues highlighted in this part of the presentation is the potential ambiguity of labels, where (in this particular case) authors of primary studies included in this meta-analysis interpret “task” and “TBLT” in diverse ways—and often in ways *not* intended by TBLT proponents. Several of the primary studies that contributed to the substantial pooled effect size in favour of TBLT in this meta-analysis in fact examined the merits of language-focused exercises, *not* tasks in the TBLT sense.

A second matter concerns the usefulness of distinguishing between *comparison groups* (i.e., participants who were given different opportunities for acquiring the language items, patterns or skills assessed at the end of the experiment) and *control groups* (i.e., participants who did not receive treatment involving these items, patterns or skills). This is because merging both types of studies in averaging an effect size risks leaving readers with too optimistic an impression of the relative impact of the instructional intervention examined. This issue will be illustrated with reference to a meta-analytic review by Boulton and Cobb (2017) of the merits of corpus use for data-driven language learning.

Unfortunately, separating studies with ‘true’ comparison groups from those with control groups is not always straightforward, because research reports do not always offer sufficiently detailed information about the instructional procedures used, and sometimes merely characterize a condition as “traditional”—under the assumption that a reader will know what this means in the educational context where the study was conducted. A related issue that will be illustrated is that meta-analyses may include primary studies whose design makes it impossible to attribute an observed effect to the independent variable they purportedly examined.

The examples given suggest that it is advisable for readers of a meta-analysis to inspect at least some of the primary studies included (perhaps especially ones reporting exceptionally large effects), but they also demonstrate a need for a more cautious approach to the sampling of primary studies on the part of meta-analysts.

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When: 2019-08-31, 11:00 - 11:30, Where: B339

Sociocognitive salience and L2 acquisition of structured variation: Evidence from quotative *be like*

General

Keywords: L2 acquisition of structured variation, variationist sociolinguistics, World Englishes

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Abstract: Quotative *be like* is a rapid global innovation that has been attested at elevated rates in English-speaking communities worldwide (Buchstaller 2014; Labov 2018). The speed with which *be like* has been making inroads into L1 English vernaculars have attracted attention from students of language change who, in turn, have been able to ascertain that *be like* is not a mere lexical innovation but inherent part of the variable system called quotative marking, illustrated in (1) through (4):

He **said**, ‘Take off your shirt. Now!’

But I was standing in front of a group of people and **thought**, ‘Are you kiddin’ me? No f** way!’

After which he **was like**, ‘Oh, okay, forget it!’

And I, and I, “(making an emotional face).”

Crucially, its use can be predicted from a set of language-internal and language-external constraints that have been shown to be highly uniform in L1 English (Tagliamonte, D’Arcy and Rodríguez-Louro 2016). The study reported here sets out to explore the language-internal mechanism of adaptation of the innovative variant in non-native speaker communities that use English as a second and a foreign language. The analysis draws on data stemming from 177 young adults (aged 18 to 26) – 80 from India and 97 from Germany – resulting in an overall set of 3530 quotations. While relying on evidence obtained from mixed-effects modelling run in Rbrul (Johnson 2009), I show that there are remarkable similarities underpinning the use of quotative *be like*. These are evidenced by (i) the relative frequencies; (ii) the significance and relative impact of language-internal predictors; and (iii) the ordering of individual constraints. This finding is, indeed, surprising as it runs counter to what we know about L2 acquisition of structured variation (cf. Labov 2007; see also Davydova 2019 for an overview). With this said, I argue that what must have guided L2 English learners into a successful appropriation of the patterns of structured variation are the high levels of sociocognitive salience attached to quotative *be like*. In so doing, I elaborate on a theoretical definition of sociocognitive salience and explain how *be like* is a sociocognitively salient feature of speech.

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Sociolinguistic competence and vernacular speech: The case of near-native Quebec French

General

Keywords: sociolinguistic variation, sociolinguistic competence, French

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Abstract: Sociolinguistic variation is a known challenge for French second language learners. Although they may have some awareness of variation—a sign of emerging sociolinguistic competence (van Compernelle & Williams, 2011)—many sociolinguistic variants are only observed in advanced learners (Dewaele, 2004). Research on this subject usually focuses on features found across French-speaking communities, such as *ne* deletion/retention. Less is known about the acquisition of vernacular variants, which constitute community-specific speech norms. These features appear to be especially challenging, only beginning to emerge in a small number of advanced learners (Nadasdi et al., 2005). Near-native speakers, however, have been shown to closely approximate native-speaker variation in other features (Donaldson, 2017). In addition to having comparable grammatical competence to native speakers (Birdsong, 1992), these learners typically have high levels of language engagement, making them ideal candidates to acquire vernaculars.

The present study builds upon current research by comparing native and near-native speakers' use and metalinguistic understanding of the *-tu* question particle (*C'est-TU vrai?* – Is it-*TU* true?), a vernacular feature of Quebec French (QF). Ten pairs of native (NSs) and near-native speakers (NNSs) of QF performed three dyadic tasks: storytelling, find the difference, and reverse question and answer. These were designed to elicit casual, semi-controlled, and highly controlled speech, following Labov's (1966) variationist method. Afterwards, participants were asked to explain how they chose between possible question forms. Questions produced were coded for use or non-use of *-tu*. Goldvarb X (Sankoff et al., 2005) was used to determine the predictive power of six factors theorized to favour *-tu*, based on Elsig and Poplack (2006): subjects other than second person singular, casual speech, female speaker, monosyllabic verbs, non-cognitive verbs (verbs not implying cognition, such as *savoir* "know"), and frequently occurring verbs. Metalinguistic comments were coded following an adaptation of van Compernelle and Williams (2011), ranging from 0 = no mention of variation to 3 = variation accurately explained.

NNSs significantly underused *-tu* compared to NSs, despite having slightly higher metalinguistic awareness. For both groups, female speakers, casual speech, and frequent verbs favoured *-tu* as expected. NNSs also patterned as expected for all other factors, with verb frequency being the strongest predictor. However, NSs violated some predictions, favouring second person singular, cognitive verbs, and polysyllabic verbs. These differences suggest that while NNSs can acquire variation patterns and even surpass NSs in metalinguistic awareness, production remains a challenge despite their ideal conditions of high proficiency and extensive contact. NSs' use of *-tu* in more varied environments, particularly in direct speech (second person singular), may indicate ease in using it as a friendliness marker compared to NNSs' preference for familiar, possibly lexicalized contexts. I will discuss these results in terms of our understanding of vernaculars in second language speech, factors that may affect the path to acquisition, and sociolinguistic competence at the upper reaches of proficiency.

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Short-term development of L2 fluency in formal instruction: A mixed methods study

General

Keywords: fluency, L2 proficiency, oral proficiency

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Abstract: L2 speech fluency as a dimension of oral proficiency (along with complexity and accuracy; e.g., Housen & Kuiken 2009) has been widely studied from various perspectives. However, studies on the development of fluency are relatively rare (but see Derwing et al. 2008). As most studies have either been cross-sectional or examined L2 fluency development during study abroad (e.g., Segalowitz & Freed 2004), more longitudinal studies on fluency development especially in formal instruction are needed. Although L2 learning is a long process, recently, some studies have demonstrated that even short-term instruction can influence learners' development in their L2 speaking skills, including fluency (e.g., Tonkyn 2012, Tavakoli et al. 2016). To complement existing findings on fluency development during study abroad and to extend the promising line of research on short-term development in L2 speaking skills, the present study focused on fluency development during an oral skills course in upper secondary school.

In the study, two groups of Finnish upper secondary school learners of English (n=20) were tested at the beginning and end of a 7-week course on spoken language. The task involved reporting a news item (provided in the participants L1, Finnish) in English. As a qualitative follow-up component, semi-structured interviews with the course teachers were conducted to gain further insights to their instructional approaches. In addition to basic descriptive measures (total length, syllables, pruned words), the L2 speech data were analyzed with a set of commonly used fluency measures (speech and articulation rate, mean length of run, phonation-time ratio and the number and duration of silent pauses) capturing the speed and breakdown (pausing) dimensions of fluency (see e.g., Skehan 2009). Qualitative content analysis was used to examine the interview data.

Overall, our findings demonstrate short-term development in most L2 fluency measures. However, between-group differences and significant within-group variation in fluency development were also observed. Therefore, while the findings suggest that explicit spoken language teaching in general seems to facilitate fluency development, spoken language teaching does not automatically guarantee it. Especially the teachers' preferences in course content and implementation as well as individual differences across learners seem to affect fluency development. Methodologically, our findings suggest that along with group level tendencies, individual and non-linear learning patterns should be more widely examined in L2 fluency studies. Furthermore, incorporating qualitative interview data from teachers in the present study helped in explaining the differing developmental patterns across the two groups. Our study thus highlights the benefits of broadening the range of methodological approaches to L2 fluency: we recommend complementing quantitative data with qualitative data to move beyond descriptions towards explanations of L2 fluency development.

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The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program

General

Keywords: syntactic complexity, hesitation phenomena, L2 oral production

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Abstract: Speech free of disfluencies is rare, and in fact, disfluent speech is a universal trait of all human language [3]. Theories of oral production [6] and interlanguage development [1] account for disfluencies in second-language (L2) speech. Research demonstrates, nearly indisputably, that L1 disfluencies — such as filled pauses (FPs) and silent pauses (SPs) — are indicative of L2 hesitation phenomena [2]. In this paper, we explore more possibilities within the L2, by understanding how L2 hesitation phenomena change in tandem with the development of L2 syntactic complexity. Recent research has demonstrated the effects of syntactic complexity on L2 pausing (e.g., [4]). One open question is how to understand the interaction between complexity and pausing from a longitudinal perspective, especially for study-abroad (SA) learners.

This study looks at twenty-seven English-speaking L2-learners of Spanish who completed six video retells at three-time points during a six-week SA program in Spain. At each time, learners watched and subsequently narrated two videos of Simon Tofield's 'Simon's Cat,' for a total of six video retells. The recordings were transcribed in CHAT format, and FP (e.g., *uh*, *um*) and SP durations (> 250 ms) were extracted in Praat.

The transcriptions were syntactically coded for clause type, based on the presence/absence of a finite verb and the presence/absence of syntactic subordination. Our protocol follows [5], who examine complexity in terms of subordination and coordination. In our transcription system, there were four mutually exclusive possibilities for syntactic coding: verbless utterances (VL), independent clauses (IC), matrix clauses (MC), and complex clauses (XC). A VL is an incomplete sentence, unattached to surrounding discourse. An IC stands alone as a sentence, with a subject and at least one conjugated verb. An MC contains a non-finite verbal form (i.e., infinitive, gerund, past participle) that complements or modifies a verb. An XC possesses the traits of a complete, grammatical sentence in the same way that an IC or MC does, but also has other clauses that are subordinate to it. In addition, all FPs and SPs were coded according to their location relative to the syntactic environment in which they appeared.

The results show that, between Times 2 and 3, learners' speech showed a relative increase in the complexity of clauses used (Figure 1). In terms of pausing, there was a decrease in the relative frequency of SPs (Figure 2) over time, whereas FP usage was relatively stable. Importantly, both FPs and SPs were more common in more complex clauses at all times (Figure 3). While the relative frequency of pausing generally decreases over time (especially for SPs), there is a slight increase in FP within more complex clauses. Altogether, these findings are discussed within theories of L2 speech production.

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Figure 1: Graph of percent use of upper-level clauses per each time point.

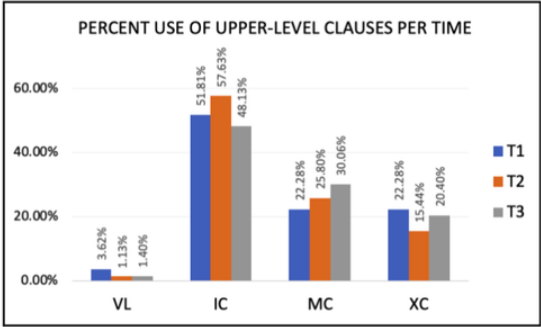


Figure 2: Graph of FP and SP usage portional to the total number of clauses produced per time.

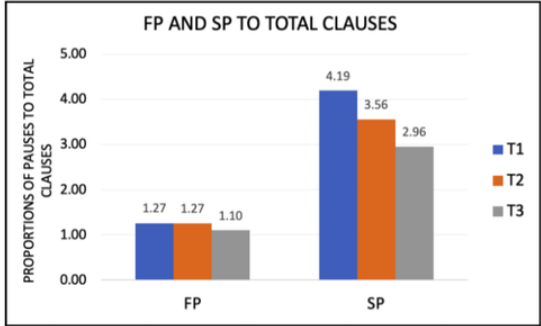
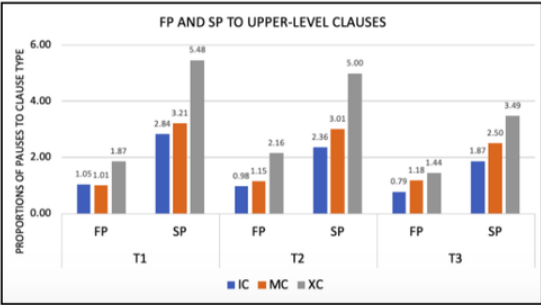


Figure 3: Graph of FP and SP usage portional to the upper-level clause type produced per time.



Poster presentations

When: 2019-08-29, 10:15 - 11:45, Where: Hall

Selective attention and its role in auditory foreign language processing: An EEG study

Poster

Keywords: foreign language processing, EEG, selective attention, ERP, Spanish, German, L2,

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Abstract: Selective attention is an important cognitive skill allowing humans to filter out relevant parts of information while disregarding irrelevant sensory input. Studies have shown that adult L1 speakers are able to extract important linguistic information from auditory input, whereas children do not have such advanced selective attention skills yet (Gunter & Friederici, 1999; Mueller et al., 2012). When it comes to foreign language processing, however, it is still not entirely clear when and to what extent selective attention develops.

The present study investigated whether morphosyntactic errors in unattended parts of speech are even processed in an L2. Two groups of L2 learners participated in the study: a group of Spanish L1 speakers with a low proficiency in German and a group of Spanish L1 speakers with a high proficiency in German. Two standardized test were administered to assess the participants' language proficiency. The participants listened to sentences in German in which the past tense verbs were morphosyntactically manipulated (correct condition, incorrect but morphosyntactically possible ablaut pattern, incorrect and crosslinguistically impossible ablaut pattern). After every sentence, the participants performed a picture-verification task during which they had to decide whether or not the object shown in the picture was part of the sentence they had previously listened to. This task deliberately distracted the participants from the critical stimuli by drawing the attention to the semantic content of the nouns. The associated neuronal processing mechanisms were recorded using electroencephalography (EEG) from which event-related potentials (ERPs) were extracted for analysis.

Between 900-1100 ms post-onset, the EEG results revealed a statistically significant late positivity over the left frontocentral electrodes (ROI FC3C3) for the group of low proficiency L2 learners which was largest for the incorrect and crosslinguistically impossible condition relative to the correct condition. For the high proficiency L2 learners, no significant differences between conditions were recorded. These results indicate that at high proficiency levels L2 learners seem to disregard morphosyntactic errors in unattended parts of speech in such a way that they are not even displayed in the ERP components. At low proficiency levels, however, L2 learners do not seem to have such auditory discrimination abilities yet. A previous study of our research group that used the same experimental design did not find any significant differences between conditions in German L1 speakers either (Parhammer et al., in prep). Consequently, our results are in line with studies suggesting that at high proficiency levels L2 processing is almost native-like, whereas foreign language processing at low proficiency levels is quantitatively and qualitatively different from L1 processing (Hahne et al. 2006, Rossi et al. 2006). Interestingly, crosslinguistically impossible ablaut patterns were already registered and processed accordingly by the low proficiency L2 learners.

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When: 2019-08-29, 10:15 - 11:45, Where: Hall

Exploring print and screen reading differences for L1- and L2- English speaking university students

Poster

Keywords: reading comprehension, L2-English learner, working memory

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Abstract: Electronic texts have become dominant in academic contexts and have created new reading habits but also challenges for university students. An important question is whether screen reading or print reading is more efficient for comprehension. Previous research has explored different text type on L1-English speakers (Singer and Alexander, 2017; Mangen et al., 2013), but few studies have tapped the level of comprehension by comparing L1- and L2- English speaking students. This study explores the differences that might exist in print and screen reading comprehension abilities in L1- and L2-English-speaking university students while taking into account two dimensions of reading, namely, literal and inferential (Kintsch et al., 2005). A second purpose of the study was to determine whether working memory capacity was correlated with any differences in literal and inferential comprehension given that it plays an important role in individual differences in reading comprehension ability.

Two groups of first-year undergraduate students (112 in total) from three UK universities read English text. The text was 2500-word on the topic of global marketing. Each group consisted of 28 L1-English-speaking students and 28 L1-Chinese-speaking students who use English as a second language. The reading battery had 42 reading comprehension questions which covered two types of questions: literal-meaning and inferential meaning. One group read the text on paper and the other read the same text on a laptop screen. Participants then completed a researcher-designed reading battery with thirty-four open-ended questions (14 literal and 20 inferential) on an answer sheet. Tests of simple verbal memory (forward digit recall), simple visuospatial memory (Corsi block-tapping), and complex working memory (backward digit recall) were also administered to assess students' memory storage and processing performance. The data were analysed using independent T-test, Mann-Whitney U-test in SPSS.

Results (Table 1) showed that the medium of text presentation had a significant effect on reading comprehension, with participants achieving higher scores after reading on print than reading on screen. However, whilst higher scores were obtained in the print condition than in the screen condition for the inferential questions, no such difference was apparent for the literal comprehension questions. The findings will provide insights into the reading mode which best facilitates effective reading comprehension in L1- and L2-English-speaking students in higher education. One implication is, for example, if the reading purpose is to write essays (which often require comprehension beyond the literal level), then reading on print might be more efficient for undergraduate students. The next step of this research will analyse findings related to working memory capacity by using regression techniques, which will be available in Spring 2019. This will potentially help explain any differences in reading comprehension outcomes across different dimensions of reading.

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Table 1: Mean number of comprehension questions answered correctly by L1-English and L1-Chinese speakers (Standard Deviations are in brackets)

Participants	Type of questions	Type of text presentation	Mean (SD)	p
L1-English and L1-Chinese speakers	Literal (28)	Screen	19.82 (3.26)	0.00
	Literal (28)	Print	20.64 (2.93)	
	Inferential (40)	Screen	15.55 (4.57)	0.21.
	Inferential (40)	Print	18.66 (5.45)	
L1-English-speakers	Literal (28)	Screen	21.71 (2.54)	0.32
	Literal (28)	Print	22.36 (2.67)	
	Inferential (40)	Screen	15.53 (4.57)	0.00
	Inferential (40)	Print	18.67 (5.45)	
L1-Chinese speakers	Literal (28)	Screen	17.92 (2.80)	0.24
	Literal (28)	Print	18.92 (2.51)	
	Inferential (40)	Screen	12.18 (3.83)	0.04
	Inferential (40)	Print	14.13 (2.90)	

When: 2019-08-29, 10:15 - 11:45, Where: Hall

“You just picked it up”: The influence of informal language contact on the phrasal verb knowledge of international students in the UK

Poster

Keywords: study abroad, phrasal verbs, language contact

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Abstract: Study abroad is often considered a magical formula for second language acquisition. Literature has suggested that SA is particularly beneficial to the development of language competencies related to social interaction (Kinginger, 2011), such as speaking proficiency, pragmatics, and colloquial words (Llanes, 2011). Formulaic language attracts much attention from researchers in recent years (Wray, 2013). Phrasal verbs is a subcategory of formulaic language and it is "notoriously challenging" for second language learners (Gardner & Davies, 2007, p.339). Thus, it is worthwhile to investigate whether SA, especially the informal language contact during SA, plays a role in the phrasal verb development of international students.

Situated in SA research, the present mixed-method study adopts a usage-based approach and a cognitive perspective to understand the relationship between informal language contact and phrasal verb knowledge of international students in the UK. 118 mixed-L1 students in the foundation program of a British university participated in formal data collection. A modified language contact profile and a productive phrasal verb test were employed to collect quantitative data, whereas semi-structured interviews were conducted to gather qualitative data from students on their SA learning experiences.

The results suggested that the foundation program students had a good command of the most frequent English phrasal verbs ($M=62.5\%$). When comparing test scores and corpus frequency in large native speakers' corpora (e.g. BNC & COCA) of individual phrasal verbs, it is found that corpus frequency moderately corresponds with the test scores (see figure). There is a significant weak relationship between overall informal language contact and the productive phrasal verb test scores ($r=.213, p<0.05$). Specifically, there is a significant positive correlation between speaking contact ($r=.328, p<0.001$), listening contact ($r=.269, p<0.01$) and the test scores, whereas there is a significant negative correlation between writing contact and test scores ($r=-.255, p<0.01$). Unlike the results in Garnier and Schmitt (2016), reading contact does not show a significant correlation with phrasal verb scores.

Multiple regression analysis ($R^2=.327, F(4,113)=13.735, p<.000$) reveals that the strongest positive predictors of phrasal verb test scores is the time they spent talking in English with international friends ($\beta=.406, p<.000$). Two negative predictors are the time they spent writing homework in English ($\beta=-.283, p<.000$) and the time they spent speaking their L1 ($\beta=-.184, p<.05$). The follow-up interviews revealed that the amount of English language contact they received was influenced by both the SA program and their individual differences. The interviews also provided some interesting examples of how students picked up phrasal verbs (e.g. tell off, dress up) through informal language contact, which showcased the implication of usage-based theory.

This study lends empirical support to the positive influence of informal language contact on the acquisition of English phrasal verbs of international students and highlights the importance of interactive language contact in productive phrasal verb mastery. It is recommended that the SA program organizers and students create more opportunities of interactive language use during SA.

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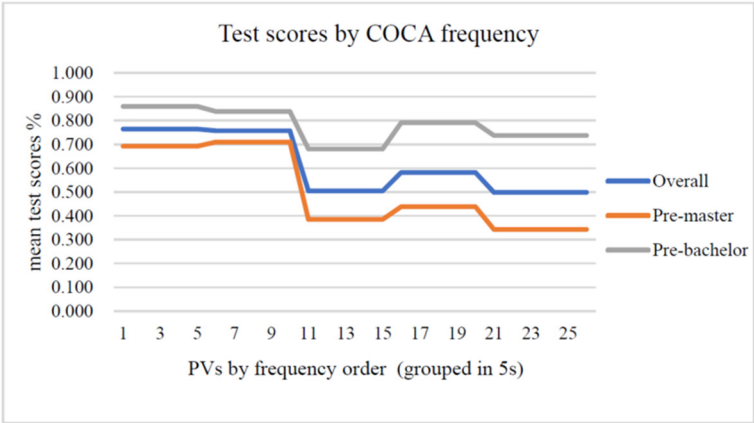


Figure 1 a Test scores by COCA frequency in Garnier and Schmitt (2016)

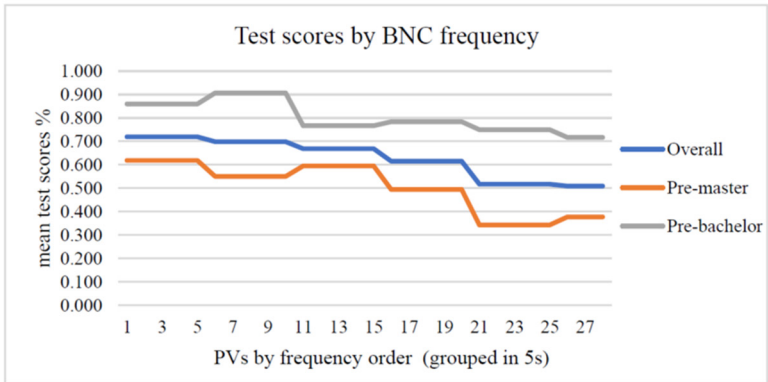


Figure 1 b Test scores by BNC frequency in Schmitt and Redwood (2011)

Lexical transfer as a strategy in multilingual school learners of Spanish

Poster

Keywords: transfer, crosslinguistic influence, awareness, learning strategies

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Abstract: There remains a great amount of uncertainty regarding the degree of consciousness involved in linguistic transfer. Traditionally, transfer is conceptualised as *interference* and consequently as an unconscious mechanism. More recently, however, it has become commonly accepted that transfer may also occur consciously, as an intentional *strategy* (Jarvis & Pavlenko, 2008). In ongoing discussions within SLA (e.g. Cummins, 2007), moreover, ‘teaching for transfer’ represents one of the main suggestions on how to move towards a multilingual perspective in language education (Jessner, 2008; Ringbom & Jarvis, 2010; Kordt, 2018). Essentially, teaching for transfer refers to promoting a strategic use of transfer by raising crosslinguistic awareness in the learners. Surprisingly, however, practically no studies have examined the extent to which learners are conscious (i.e. aware) or unconscious of their transfer use.

Using think-aloud protocols and recall interviews to distinguish between unconscious and conscious transfer, [Author] (2019) recently conducted an exploratory study with four learners to address this issue. This study showed that transfer occurs both as an unconscious and as a conscious mechanism, and that consciousness is an important aspect of transfer that relates to different source languages of transfer, different word classes, and different types of lexical transfer (e.g. borrowing, foreignising, direct translations) in varying ways. Building on this study, the present doctoral thesis investigates the effects of several factors on the conscious versus unconscious use of lexical transfer in written production. Data were collected from 76 school learners of Spanish in Sweden, aged 16-18 and who speak between three and six languages each. The analysis included the four main factors of the source language of transfer identified in the literature (language frequency of use, language typology, language psychotypology, and L2 status), as well as three learner factors (attitude towards transfer, attitude towards learning Spanish, and number of languages spoken), and four word factors (word class, negative/positive transfer outcome, transfer percentage, and type of lexical transfer).

Preliminary results indicate that there was more conscious (65%) than unconscious transfer (35%). A logistic regression analysis found significant correlations between consciousness in transfer and the factors of L2 status, typology, transfer outcome, type of lexical transfer, and word class. A qualitative analysis at the word-specific level was also conducted to explore the quality of different types of lexical transfer in relation to whether they were unconsciously or consciously produced. The results will be discussed in the context of psycholinguistic models of language representation and transfer (e.g. Bardel & Falk, 2012; Ecke, 2015; Ullman, 2016) as well as in the context of language education.

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When: 2019-08-29, 10:15 - 11:45, Where: Hall

Mandarin Chinese tonal perception and production by native Japanese speakers

Poster

Keywords: Mandarin Chinese tonal perception, Chinese word production, Mandarin Chinese acquisition

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Abstract: Previous studies (e.g., Dong et al., 2013; Ding, 2013) investigated difficulties in tonal perception and pronunciation of Mandarin Chinese (hereafter, Chinese) by Japanese Chinese learners (JCLs). However, these studies did not investigate (1) the relation between tonal perception and production in Chinese acquisition, (2) levels of L2 Chinese lexical knowledge and listening comprehension ability, and (3) details of character (*hanzi*) position in the words. Thus, the present study investigated factors of Chinese word naming by 42 JCLs, conducting two Chinese proficiency tests: listening comprehension (12 questions) and lexical knowledge (48 questions). Two additional experiments were administered to the same JCLs: (1) a bi-syllable tonal combination identification task, and (2) a Chinese two-*hanzi* word naming task. The naming task required pronouncing visually-presented Chinese two-*hanzi* words (64 stimuli: 16 tonal combinations constructed by 4×4 tones in first-/second-positioned *hanzi* × 4 words).

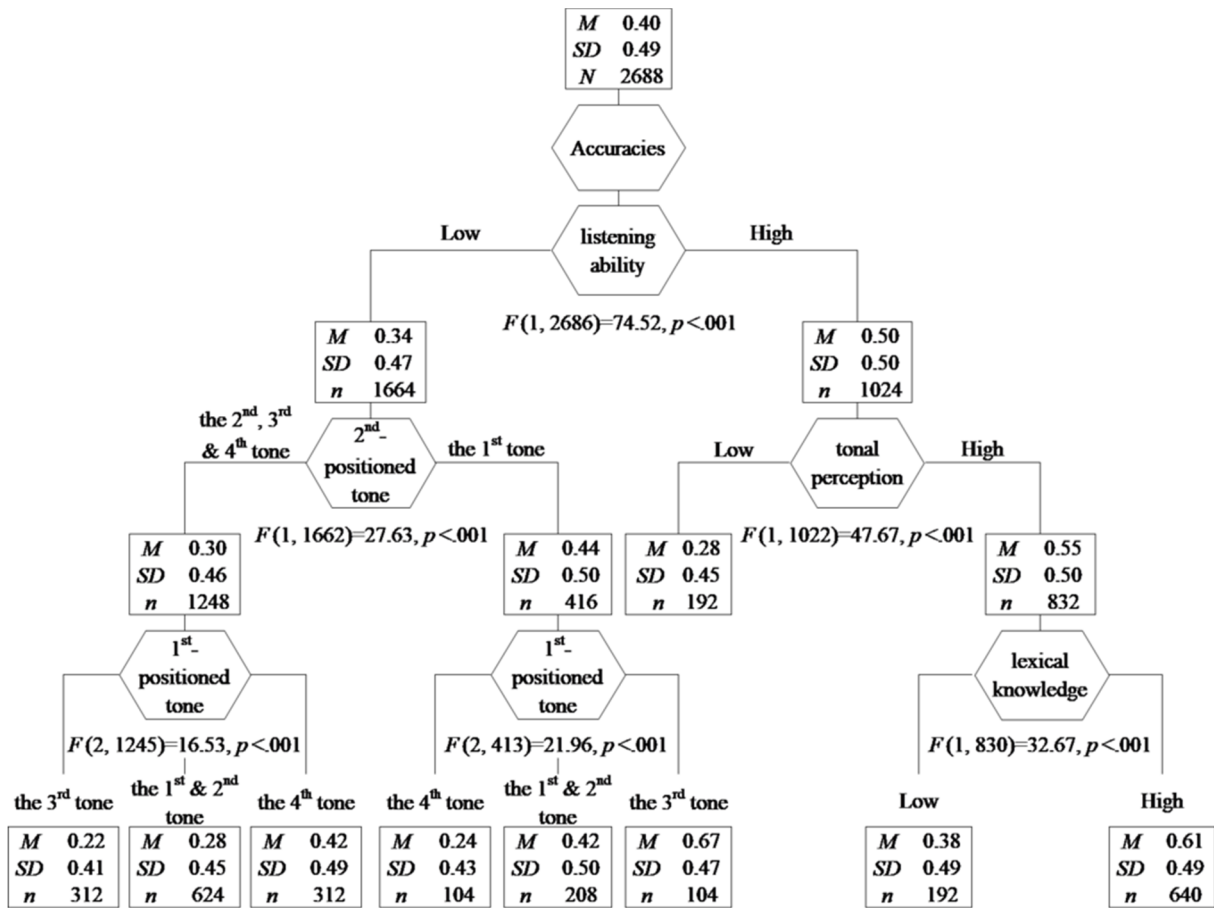
A regression tree analysis (see Figure 1) was utilized to predict the accuracies of Chinese word production (dependent variable) by five independent variables: (1) low ($n=22$, $M=29.18$) and high ($n=20$, $M=37.45$) Chinese lexical knowledge groups; (2) low ($n=26$, $M=5.00$) and high ($n=16$, $M=8.25$) listening comprehension ability groups; (3) low ($n=20$, $M=188.60$) and high ($n=22$, $M=204.05$) tonal perception groups measured by the bi-syllable identification task. Two independent variables were added based on the accuracies of Chinese word naming task: (4) tonal types in the first-positioned *hanzi*; (5) tonal types in the second-positioned *hanzi*.

The results revealed that the strongest predictor for the accuracies of Chinese word naming was listening ability [$F(1, 2686)=74.52$, $p<.001$]. The higher listening comprehension group showed significantly better accuracy than the lower group. For the high listening ability group, the next strong predictor was tonal perception [$F(1, 1022)=47.67$, $p<.001$]. The accuracies for the high tonal perception group were significantly higher for word naming accuracies than the low group. Following this, lexical knowledge was the third strong predictor for the high tonal perception group [$F(1, 830)=32.67$, $p<.001$]. The high lexical knowledge group performed significantly better than the low group for accuracies. For the low listening ability group, the second strongest predictor was tonal types in the second-positioned *hanzi* [$F(1, 1662)=27.63$, $p<.001$]. Following this, tonal types in the first-positioned *hanzi* were the third strong predictor for accuracies.

In conclusion, listening comprehension was the most crucial factor for word production in Chinese acquisition. In contrast with JCLs with high listening comprehension ability, perception ability did not assist the low group in pronunciation. The accuracies for the low group implied that they relied on the degree of pitch change difficulty between the first- and second-positioned *hanzi* tones. The third tone in the first-positioned *hanzi* combined with the first tone in the second-positioned *hanzi* was the easiest, while combined with the second, third or fourth tone in the second-positioned *hanzi* was the most difficult.

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When: 2019-08-29, 10:15 - 11:45, Where: Hall

Beginner second language learners' processing of non-native, morphosyntactic tone

Poster

Keywords: rapid acquisition, tone, ERP

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Abstract: The early stages of adult second language acquisition have in recent years moved into the spotlight of SLA research. Several studies have addressed the question of how foreign language input is perceived and processed within the first months or even minutes of language contact or language learning (cf. Gullberg & Indefrey, 2010). The present project sets out to investigate how learners initially cope with relatively difficult, combinatorial features. The feature we selected for this purpose is morphosyntactic tone. L2 tone generally poses a great challenge and even advanced learners often fail to replicate native speaker results (e.g. Yang & Chan, 2010). In a series of natural and artificial language acquisition studies, we examine at how beginner learners process tonal features and whether transfer plays a role in the early stages of tone acquisition.

To study how morphosyntactic tone is perceived and processed in natural language settings, we recorded beginner learners' EEG while they listened to sentences with Swedish word accents, i.e. stem tones that are connected to and cue upcoming suffixes. Such word tones evoke a PrAN (pre-activation negativity) in native speakers. This ERP component is believed to be an indicator of prediction buildup (Söderström, Horne, Frid, & Roll, 2016). Our beginner learners did not produce a PrAN but instead exhibited a mid-latency central negativity. This negativity was identical to one they generated for differences between high and low tones in a non-linguistic pitch perception task. While very prominent in the input, beginner learners appear not to perceive the linguistic relevance of Swedish word accents but rather process them as arbitrary variations in sentence intonation. We thus found no traces of rapid acquisition of morphosyntactic tones in natural SLA.

To further test whether the rapid acquisition of tones is possible in more constrained SLA settings, we constructed an artificial language consisting of a set of words with tones that carried morphosyntactic meaning (number or gender). These were taught to two learner groups through a sound-picture matching paradigm for 2 hours (30 repetitions) on two consecutive days. One learner group had a tonal, the other a non-tonal native language background so we could study possible transfer effects. Behavioural results showed significant improvements in accuracy and response times in both groups within just 40 minutes of learning, i.e. 10 repetitions. Neurophysiologically, however, the groups differed considerably. The tonal native speaker group employed both early, automatic processing (visible in a 50-ms word-recognition component and an ELAN) and late, more conscious processing (LAN, P600). The non-tonal native speaker group did not show any of the early components, a LAN only after overnight consolidation, but a consistent P600. These results suggest that tonal learners are capable of making use of their native tone processing system which lets them tap into early automatic processing in response to tone. The non-tonal learners have no specified tone processing system but later, more conscious processing allows them to rapidly and successfully acquire the tonal words. Hence, rapid acquisition of complex, combinatorial features is possible, at least in artificial settings. Positive transfer from a tonal L1 allows for more nuanced processing but is not mandatory for successful learning.

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Predictive validity of the LLAMA language aptitude tests in a group of mixed L1 beginner learners of Swedish

Poster

Keywords: L2 aptitude, LLAMA, validity

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Abstract: In studies of second language (L2) learning aptitude, research using the LLAMA aptitude tests (Meara, 2005) has grown in recent years to over 40 published studies so far. Although LLAMA was not validated prior to its release, later research (e.g. Grañena & Long, 2013) has contributed validity evidence mainly from samples of intermediate or advanced L2 learners. Often, however, L2 is narrowly represented by, for example, a grammaticality judgement task, and there is also a lack of consistency in the correlational evidence between LLAMA and L2 tasks. Some studies rely on small, outlier sensitive, samples. All together, no clear picture has emerged regarding the predictive validity of the four subtests of LLAMA, the facets of L2 proficiency they relate to, and covariation with learner level. A continuous investigation of validity evidence is therefore necessary.

Mixed L1 adult learner groups at beginner level is a common situation in many L2 classrooms today. Skehan (1998) suggested that for L2 beginners, auditory processing ability is of particular importance. This has gained some LLAMA-derived evidence recently (Artieda & Muñoz, 2016) but otherwise, general proficiency among L2 beginners is not well represented in existing LLAMA research. The aim of the present study was to explore the predictive validity of LLAMA in a sample of mixed L1 adult beginners of Swedish as a L2, and possibly being able to confirm the role of auditory processing among beginners.

International newly arrived university students (n = 93) with a range of L1 backgrounds, participating in a Swedish (L2) language course for beginners, took part in the study. Half way into their six weeks' training, the students were administered the LLAMA battery, consisting of four subtests: B (vocabulary learning), D (sound recognition), E (sound-symbol correspondence) and F (grammatical inferencing). Upon finishing the course, they completed a C-test (cf. Klein-Braley, 1997), measuring general L2 proficiency.

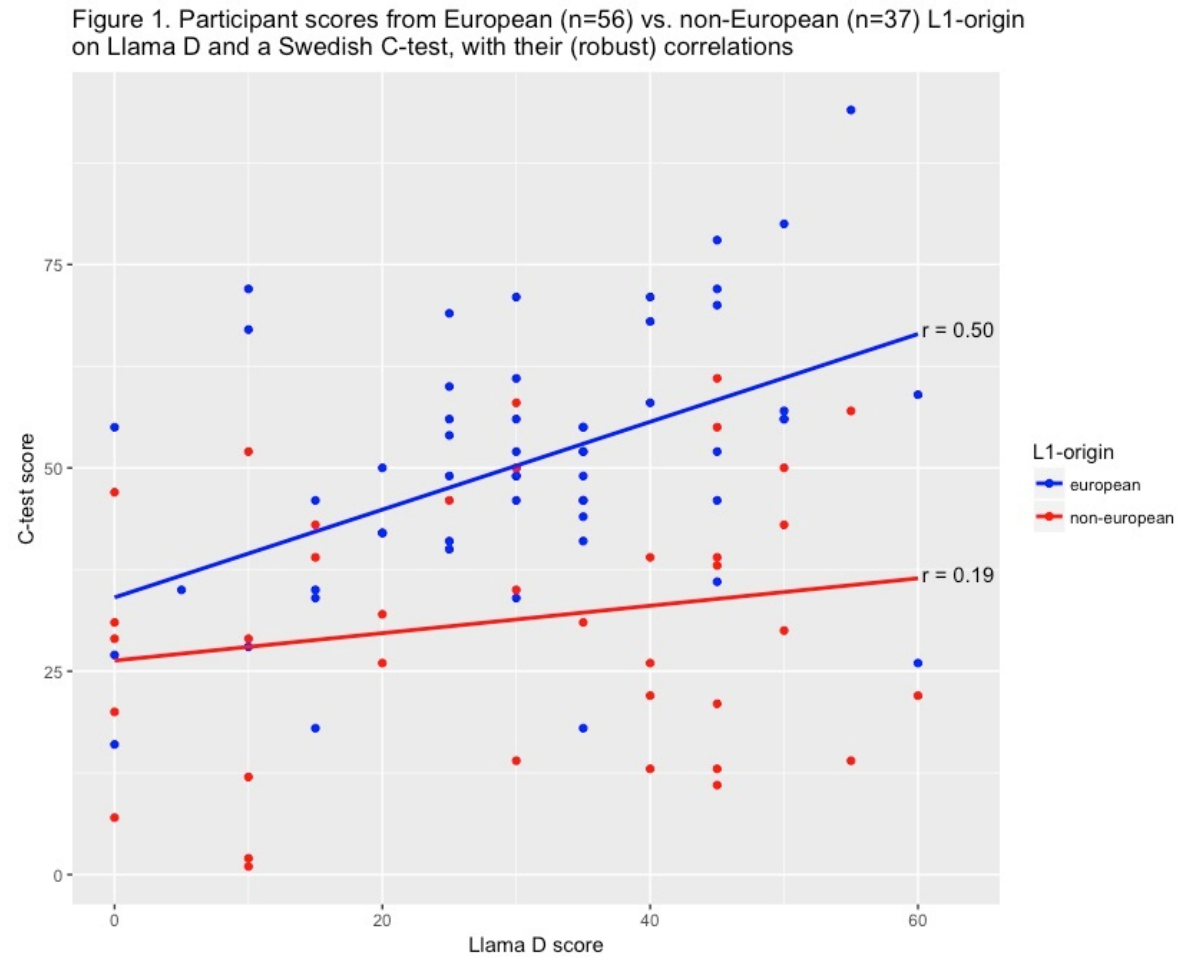
LLAMA scores were correlated with scores from the C-test, reaching significance only for LLAMA D ($r = 0.30$). However, when controlling for participants' L1, by grouping them into European (mainly Germanic) and non-European (mainly East-Asian) L1s, the correlation with LLAMA D in the European group was 0.50 when applying a robust (less outlier sensitive) regression method (cf. Figure 1). A weaker significant correlation was observed for LLAMA E (sound-symbol correspondence). In the non-European group, no correlations reached significance. The differential impact of aptitude observed in the two L1 groups was likely due to speakers of non-European, typologically distant, L1s having difficulties in acquiring even basic Swedish skills in a short time, resulting in low C-test scores also for high-aptitude learners.

The results confirm previous findings that auditory processing ability (LLAMA D) seems to be a valid predictor of initial L2 learning. They also highlight methodological considerations, such as the effect of applying robust statistics, as well as using tasks of appropriate difficulty when subsets of participants may be expected to perform at different proficiency levels.

The present study makes an important contribution to L2 learning aptitude research by adding knowledge about the predictive validity of LLAMA.

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When: 2019-08-29, 10:15 - 11:45, Where: Hall

SLA in the visual modality: Can non-signers learn the meaning of signs at first exposure?

Poster

Keywords: Sign language, first exposure, implicit learning

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Abstract: Research on adult SLA has overwhelmingly focused on spoken languages. Surprisingly little is known about the SLA of sign languages, including the potential influence of item- and participant-level factors on learning. Similarly, very little is known about what hearing adults with no previous exposure to sign language are able to learn implicitly during first, naturalistic, exposure.

Vocabulary has been assumed to be easy for non-signers to learn. Many signs are iconic in form; for example, RAINBOW in Swedish Sign Language is made by the hand tracing an arc in front of the signer. Such non-arbitrary, semantically-motivated, form-meaning mappings might make it easier for learners to work out signs' meanings when these are not explicitly given. Indeed, there is preliminary evidence that in explicit learning contexts, non-signers recall iconic signs better than non-iconic signs (Lieberth & Gamble, 1991). There is also evidence that individual differences in spoken word-learning skills correlate with non-signers' sign-learning accuracy (Martinez & Singleton, 2018).

However, no studies have investigated implicit sign learning in contexts where learners encounter a new language in a new modality for the first time as continuous language input. The aims of the current study were therefore to investigate (1) whether non-signers are able to accurately attribute meaning to individual signs after brief exposure to naturalistic continuous sign language input, and (2) whether sign frequency (an item-level factor) and participants' sex, age, number of languages spoken, and score on an associative test of word learning (participant-level factors) are associated with accuracy.

Participants were 61 non-signing English-speaking adults who viewed a four-minute weather forecast delivered in Swedish Sign Language. They expected to be tested on some aspect of the forecast afterwards, but did not know what this would entail. The frequency of 22 target signs included in the forecast was manipulated, such that half occurred 8 times ("high frequency") and half occurred 3 times ("low frequency"). After watching the forecast, participants were presented with videos of target signs and asked to write down what they thought their meaning was. Participants also completed a short associative test of word learning (LLAMA_B; Meara, 2005) and a demographic questionnaire.

Participants' accuracy in assigning meaning to signs was low overall ($M=4.49/22$; $SD = 2.16$), but better for high-frequency compared to low-frequency signs ($M=2.72/11$ versus $M=1.77/11$; $t(60) = 4.51$, $p < .001$, Cohen's $d = .58$), suggesting that greater exposure to signs in the weather forecast allowed more opportunities for implicit learning. Of the participant-level factors, only sex (an advantage for females) and LLAMA_B scores predicted accuracy, and they did so independently in a multiple regression analysis: sex ($\beta = 1.252$, $t = 2.41$, $p = .019$); LLAMA_B ($\beta = .026$, $t = 2.33$, $p = .023$).

The results suggest that factors known to affect L2 spoken-word learning, namely frequency, sex and language-learning aptitude, are also relevant for the SLA of sign languages. Importantly, the results also suggest that despite the higher levels of iconicity in signed compared to spoken languages, the meanings of many signs are not immediately obvious to learners in an uninstructed context. These findings thus complement findings on the adult capacity for implicit spoken language learning at first exposure, but also raise new questions about potential modality-specific acquisition processes.

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Development of Sequenced Parallel Picture Prompts in Oral Narrative Tasks

Poster

Keywords: Picture prompts, parallel task, L2 speaking

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Abstract: Picture prompts are often employed to elicit a narrative from L2 learners both in research and in the classroom. These are valuable elicitation tools in providing control over the language to be elicited while allowing learners some freedom to create (Duff, Rossiter, Derwing & Jones, 2008). In order to use narrative pictures effectively for assessment, the difficulty of picture prompts needs to be established in advance because prompts that seem equivalent to teachers and researchers may elicit different performances from learners (de Jong & Vercellotti, 2016). However, it is difficult to find equivalent prompts for parallel tests, or any prompts with empirically demonstrated difficulty. The present study is part of a larger project that attempts to fill this gap. Four pairs of picture story prompts, each with the same storylines (Pair A-1, Pair A-2, Pair B-1, Pair B-2 and so forth), were created and piloted with 52 Japanese learners of English. Their proficiency levels ranged from lower-intermediate to advanced. One picture pair involved a simple narrative structure with no background story, no time gap, and few characters, as characterized in previous studies (Baralt, 2014; Duff, et al., 2008, among others), while the other three presented more complex storylines with background information accompanied by an element of surprise, seeking to induce participants to provide extra reasoning using more complex language (Robinson, 2011). The prompts were shown on a computer screen in semi-randomized order. After 15 seconds of preparation, participants narrated a story based on the picture sequence for 90 seconds. Samples of 368 narratives were digitally recorded and evaluated by one of two raters in terms of comprehensibility and content on a five-point scale. About 20% of the samples were double-rated to establish rater reliability. We expected that two pictures in the same pair would not differ in difficulty and that narratives with a simpler storyline would be easier than those with background information and a surprise. The scores for comprehensibility and content were analyzed using multifaceted Rasch measurement. Results showed that rater agreement was greater than predicted by the Rasch model. Two pictures belonging to the same pair reflected equivalent difficulty, as hypothesized, showing partial overlap of the 95% confidence interval and less than .5 difference in the logit scores. Though the two pictures with simple structure were easier than the others, the differences in logits were small, with moderate overlap of the confidence interval. We discuss possible causes for the ambiguity of these results, including the small sample size and omission of the background story. Since this is still ongoing research, adding to the number of participants and picture prompts will likely allow more insights. Implications for making parallel picture narrative tasks are also identified.

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Investigating whether vocabulary knowledge profiles can predict vocabulary use

Poster

Keywords: Vocabulary, Profiles, Use

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Abstract: The current study explores potential relationships between second language vocabulary knowledge and vocabulary use. While several recent studies (e.g. De Jong et al., 2012; Koizumi & In'nami, 2013; Saito et al., 2016) indicate vocabulary use relates to vocabulary knowledge, study scores are represented as single task scores. We explore whether a more detailed interpretation of vocabulary task performance might inform vocabulary use. We base this interpretation on Walters' (2012) recent suggestion that presenting lower level learner's vocabulary task performance scores as vocabulary profiles might provide essential information related to their use. The current investigation, therefore, examines potential relationships between individual profiles of vocabulary knowledge and vocabulary use. We employ a variety of validated and published measures, including those used for productive vocabulary (Lex30; Meara & Fitzpatrick, 2000), receptive vocabulary (X_lex; Meara & Milton, 2003), and vocabulary size (NVLT; McLean, & Kramer, 2015), as well as speaking (Michel et al., 2007; Tavakoli, 2016). We examine subject task performance and investigate the extent to which vocabulary profile scores predict vocabulary use.

The subjects in the current study were 44 Japanese L2 English learners, at approximately CEFR: B1-B2. We measured subject vocabulary knowledge with three tasks designed to elicit: (i) productive vocabulary knowledge, using a simple word association task (Lex30; Meara & Fitzpatrick, 2000); (ii) receptive vocabulary knowledge, using a yes/no task (X_lex; Meara & Milton, 2003); and, (iii) vocabulary size, a multiple-choice format eliciting knowledge of vocabulary bands (The New Vocabulary Levels Test (NVLT; McLean, & Kramer, 2015). To elicit vocabulary use, we administered a widely used speaking task (the IELTS speaking section, consisting of three tasks: a monologic response, a quasi-dialogic interview, and a dialogic discussion task). We analyzed responses to these tasks using online corpora (JACET 8000; JACET Basic Word Revision Committee, 2003), in addition to processing data according to published analyses of use (Saito, et al. 2016a; Trofimovich & Isaacs, 2012).

We examined the extent to which different use measures relate to vocabulary knowledge. We used multiple regression analyses of individual profile scores from each frequency band (dependent variables) against the use measure scores (independent variables). We report our findings in terms of how vocabulary use relates to vocabulary knowledge: (i) productive vocabulary knowledge scores significantly correlate at both the 1k and 2k frequency levels; (ii) receptive vocabulary knowledge scores significantly correlate at the 2k and 3k frequency levels; (iii) vocabulary size scores relate inconsistently to use - there is a significant but moderate correlation with the 5k and 6k frequency levels, a weak correlation with the 1k, 2k and 3k levels, and no correlation with the 4k level. We discuss these findings in terms of vocabulary acquisition order and consider future implications and directions for such frequency profile analysis.

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I see what I speak: Event conceptualization in German and Korean L1 and L2 speakers

Poster

Keywords: Language and cognition, spatial cognition, cross-linguistic comparison, event conceptualization

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Abstract: This study investigates the influence of language on linguistic expressions, visual perception (measured by eye movements), and recognition of spatial events in L1 and L2 speakers. German and Korean, the two languages contrasted in this study, differ considerably in how spatial motion events are conceptualized. While a German speaker expresses the Path of a spatial event in prepositions or particles (e.g., *in* 'in' or *auf* 'on'), a Korean speaker does so using verbs (e.g., *nem-* 'to cross', *nayli-* 'to descend'). Moreover, these languages differ in ascribing semantic roles of Figure (the moving object) and Ground (the reference object) of a spatial event. In German, there is a difference between (a) the pen cap moving to the pen or (b) the pen moving to the pen cap: (a) *Gib den Stöpsel* [Figure] *auf den Stift* [Ground] 'Put the cap [Figure] on the pen [Ground]' versus (b) *Gib den Stift* [Figure] *in den Stöpsel* [Ground] 'Put the pen [Figure] in the cap [Ground]'. In Korean, the same Path verb (*kkita* 'tight-fit') is used for describing both (a) and (b), regardless of the changing Figure and Ground roles.

We tested these grammatical differences in two different experiments: (1) a linguistic description task and (2) an eye-tracking memory experiment. Our participant groups consisted of German and Korean L1 speakers and Korean L1 speakers learning German as their L2. The results of both experiments show that conceptual representations of spatial events are significantly influenced by the grammatical structures of the speakers' native language (in both L1 and L2 speakers). While German L1 speakers focus more on the ongoing movement, Korean L1 speakers pay more attention to the result of the spatial events. German L2 speakers neither perform as German L1 nor Korean L1 speakers, but they reveal a mixed pattern in their eye movements.

Discriminating variable stress patterns in L2: Influence of the native language and L2 vocabulary size

Poster

Keywords: second language phonology, word stress, vocabulary size

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Abstract: Sensitivity to lexical stress of the ambient language develops early in L1 [1]. Once acquired, L1 stress properties may constrain accurate perception of stress during L2 learning [2]. We test whether adult speakers of Czech, a fixed-stress language, display any difficulty discriminating stress patterns in pseudowords recorded by native English talkers, whether the difficulty is affected by stress position, and whether it changes as a function of L2-English vocabulary size.

The stimuli were 12 pseudowords of simple CVCVCV shape to preclude syllable-structure effects. Within this set, triplets of three-syllable items shared the same segments in varying order and differed in the placement of stress (initial/medial/final), e.g. /'si:məlaɪ/-/mə'si:laɪ/-/laɪmə'si:/. The pseudowords were recorded by 3 male native English talkers.

In an AXB discrimination task, the pseudowords were randomly combined into 144 trials. In half the trials, X had the same stress pattern as A, in the other half as B. Within a trial, each pseudoword was recorded by a different talker and no two stimuli in a trial were an identical sequence of consonants and vowels. The task was administered to 31 Czech speakers of English (24 female), aged 21–34 years, and to 6 Spanish learners of English as controls. The Spanish participants were included since they are frequently reported not to exhibit cross-language stress-perception difficulties [3]. Based on vocabulary-size scores [4], three distinct subgroups of Czech participants emerged from a cluster analysis, respectively including 5, 15, and 11 participants (lowest-to-highest score groups). The middle group's score-range overlapped completely with the Spanish participants' vocabulary scores.

We observed L1 influence on response accuracy. Overall, the Czechs showed more errors than the Spanish controls ($p=.003$, Welch's t -test). The difference remained significant even when only Czech and Spanish listeners with overlapping vocabulary scores were compared ($p=.007$, Welch's t -test). L1 also affected the frequency of errors in the initially- vs penultimately- vs finally-stressed pseudowords. Czech listeners made fewest errors when the X pseudoword had initial stress, though this was significantly lower only compared to the penultimately-stressed pseudowords (χ^2 , $p<.0001$). Spanish listeners responded more accurately for the penultimately-stressed X-items, compared both to the initially- and finally-stressed pseudowords (χ^2 , $p<.0001$), which is in line with the tendency towards penultimate stress in vowel-ending polysyllabic words in Spanish [5]. Finally, some effect of vocabulary size on lexical stress perception was observed. Although the mean error-rates of the three Czech subgroups with different vocabulary scores did not differ significantly (Kruskal-Wallis, $p=.089$), the individual Czech error-rates and vocabulary scores showed a moderate negative correlation ($r=-.38$, $p<.05$). Perusal of individual data revealed that extensive vocabulary did not always coincide with low error-rate but also that limited vocabulary did not preclude accurate stress identification.

The results support the previously reported constraining effect of L1 fixed lexical stress on accurate perception of variable stress in L2. The moderate association between L2 vocabulary size and stress perception accuracy is in line with reports of L2 learners' persistent problems with lexical stress even at advanced levels of proficiency [3] (but cf. [6]).

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Difficulty acquiring Medial Path expressions for L2 learners: An experimental study on motion events with various Paths

Poster

Keywords: motion event descriptions, various Paths, L2 acquisition

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Abstract: Studies on motion event descriptions of L2 learners conducted in relation to the typology of motion event descriptions (Talmy 1991) have uncovered L1 influences as well as learner strategies as factors accounting for learner language properties (e.g. Mano et al. 2018), but there still remain some issues. One issue concerns particular Paths described. Path is a broad category and can be subdivided into four basic types: Source (e.g. FROM, OUT-OF), Goal (e.g. TO, TO-IN), Medial (e.g. ACROSS, ALONG) and Directional (e.g. UP, DOWN). Cross-linguistic studies of motion event descriptions have shown that these different Paths have different coding patterns and exhibit asymmetric syntactic behaviors. Matsumoto (2018) argues that many verb-framed languages express Medial and Directional Paths in the main verb but simple Source and Goal in terms of adpositions, just like so-called satellite-framed languages. Papafragou (2010) shows difference between Source and Goal. Under such circumstances, one question arises: are there any particular Paths which are commonly difficult for L2 learners to describe?

In this paper we report the results of our experiment on L2 learners' description of motion events with 15 different Paths, in order to examine which particular Paths are difficult for L2 learners. We conducted a video-based production experiment on 12 Japanese-speaking learners of English (E-L2(j)) and 13 English-speaking learners of Japanese (J-L2(e)), as well as 15 English and Japanese L1 speakers (E-L1, J-L1). The video clips show self-motion events depicting 15 different Paths listed in (1), which include several instances of Source, Goal, Medial and Direction.

(1) /FROM/, /OUT-OF/, /TO/, /TOWARD/, /TO.IN/, /ACROSS/, /THROUGH/, /OVER/, /PAST/, /VIA.BETWEEN/, /VIA.UNDER/, /AROUND/, /ALONG/, /UP/, /DOWN/

The results show that Paths are generally less frequently mentioned in L2 learner languages regardless of the target language (66% in E-L2(j) and 68% in J-L2(e)), while L1 speakers almost always described them (96% in E-L1 and 94% in J-L1). Particular Paths differ significantly in terms of the percentages of responses in which each Path is described with sufficient specificity, as shown in Table 1. A few learner language properties can be identified. First, Goal Paths are indicated with sufficient specificity by both J-L2(e) and E-L2(j), while Medials are generally difficult for both learner groups. Especially difficult were Medial Paths containing more than one semantic component such as /VIA.UNDER/ and /VIA.BETWEEN/ for J-L2(e). The percentages of sufficient specification for Directions and /OUT-OF/ differ significantly between J-L2(e) and E-L2(j).

These results are discussed in relation to typological differences, L1 influence, and complexity in a target language. The easiness of simple Source and Goal is attributed to the common use of adpositions in both languages, while the difficulty of Medials can be explained by the typological differences between L1 and L2. This is most clearly seen in the failure of E-L2(j) in describing PAST (i.e. no use of the preposition *past*). However, some other differences cannot be explained in these terms, and may require reference to frequency and complexity. For example, ALONG was difficult for J-L2(e) even though both Japanese and English use adpositions. The difficulty of ALONG for J-L2(e) may be due to its formal difficulty involving deverbal form.

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Table 1. Rate of Path with sufficient specification					
Path		Language group		Japanese	
				English	
		J-L1	J-L2(e)	E-L1	E-L2(j)
SOURCE	/FROM/	93.3%	96.2%	100.0%	62.5%
	/OUT-OF/	100.0%	100.0%	100.0%	37.5%
GOAL	/TO/	100.0%	100.0%	100.0%	87.5%
	/TOWARD/	93.3%	96.2%	100.0%	83.3%
	/TO.IN/	100.0%	92.3%	96.7%	75.0%
MEDIAL	/ACROSS/	96.7%	76.9%	100.0%	50.0%
	/THROUGH/	93.3%	53.8%	100.0%	66.7%
	/OVER/	60.0%	30.8%	83.3%	70.8%
	/PAST/	90.0%	23.1%	100.0%	0.0%
	/VIA.BETWEEN/	100.0%	30.8%	100.0%	87.5%
	/VIA.UNDER/	80.0%	26.9%	93.3%	87.5%
	/AROUND/	100.0%	57.7%	100.0%	87.5%
DIRECTION	/ALONG/	100.0%	42.3%	73.3%	37.5%
	/UP/	100.0%	100.0%	100.0%	66.7%
DIRECTION	/DOWN/	100.0%	92.3%	100.0%	83.3%
Average		93.8%	67.9%	96.4%	65.6%

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How analogy and metaphor are used in interaction: Comparing visible and nonvisible conditions of learners' task-based corpus

Poster

Keywords: analogy, metaphor, learners' corpus

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Abstract: This study examines second language analogy and metaphor use through the comparison of visible and nonvisible access of cooperative Lego block building task by pairs of Japanese English learners. Metaphor is used when one thing is compared to another (e.g. It's a zigzag). Analogy, in contrast, is used when two unlike entities are compared, signaled by the expressions starting "like" or "kind of" (e.g. kind of a 'v' shape) (Kövecses 2010; Lakoff & Johnson 1980). Their importance is noted in various institutional fields including second language studies (Deignan 2008; Littlemore 2008; Moon 1998) for their tactical features of discourse. However, it is unclear if different access of workplace (visible or nonvisible) would have an effect on the use of analogy and metaphor in interaction.

We video-recorded task-based dialogues from 10 pairs of Japanese English learners (JEL pairs: 5 intermediate and 5 advanced) and 5 pairs of native English speakers (NES pairs). We used Clark and Krych's (2004) Lego task, where one of the pair assembled the Lego blocks based on instruction from the other. The total number of trials for each pair was 20 (10 visible and 10 nonvisible conditions), and the total recording hours were approximately 15 hours for all pairs. We extracted expressions indicating analogies such as "like," "sort of," and other metaphors such as image metaphors (Lakoff 1993) which allow us access to our knowledge of things familiar. Then a chi-square test of independence was performed to examine the relationship between conditions (visible, nonvisible) and English proficiency level (intermed. JELs, adv. JELs, NESs).

The analysis of video-recordings showed these two key points. First, the frequency of expressions related to analogy and metaphor was 87 in intermed. JELs, 177 in adv. JELs, and 79 in NESs in nonvisible conditions while 3 in intermed. JELs, 28 in adv. JELs, and 28 in NESs in visible conditions. The relationship between these variables was statistically significant, $\chi^2(2, N = 30) = 20.7009, p = .000032$. The results show that all pairs were less likely to use analogy and metaphor in visible conditions and use more in nonvisible condition regardless of their proficiency level, that is, analogy and metaphor were used when communication was more complicated. Closely looking at the data, it was found that NES pairs and adv. JEL pairs used more analogies than metaphors while intermed. JEL pairs showed opposite trend (See table 1). This indicates intermed. JELs had difficulties producing analogies due to their limited language proficiency.

Secondly, the data showed that the expressions used in each group was quite different. NES pairs used letters of the alphabet (ex. T, V), artifacts (ex. sitting in it, like a chair, looks like stairs), buildings or landmarks (ex. like making a central tower, like a small pyramid) and some others (ex. looks like two mushrooms, like a teetertotterish shape) in both conditions. On the contrary, though JEL pairs used analogy and metaphor, intermed. JEL pairs sometimes created their own words (ex. first floor instead of basement or the first layer). They also used expressions indicating a body part (ex. hip instead of tail), which would be a direct translation of Japanese, indicating 'the very end.' This suggests that intermed. JEL pairs' use of their own metaphorical expressions would be influenced by their knowledge of everyday life (Lakoff 1993).

In sum, these results revealed that interaction with and without visibility affected the use of analogy and metaphor. It is also found that adv. JEL pairs and NES pairs tended to use more analogies than metaphors, while intermed. JEL pairs tended to use more metaphors, which arise from their own cultural experience, as a communication tool.

Table 1 Frequency of analogy and metaphor in visible and nonvisible conditions of three groups

	Intermed. JEL pairs		Adv. JEL pairs		NES pairs	
	Visible	Nonvisible	Visible	Nonvisible	Visible	Nonvisible
Analogy	0	21	16	107	12	48
Metaphor	3	66	12	70	16	31

When: 2019-08-29, 10:15 - 11:45, Where: Halk

Acquiring L2 English vocabulary – are hobbies getting students through university?

Poster

Keywords: Vocabulary, academic reading, second language reading

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Abstract: The position of English as a lingua franca for academia means that mastery of second language skills is a necessary prerequisite for most non-native English speakers in the pursuit of higher education. Norwegians are known for high English proficiency, and are expected to read English texts at university. However, research suggests that many students may still be struggling with reading and comprehending academic English (e.g. Hellekjær, 2012) and it has been suggested that an insufficiently broad receptive vocabulary, particularly academic vocabulary, could be contributing to reading difficulties. English is becoming increasingly regarded as a second language in Norway, but is still taught in the manner of a foreign language in school. Research has shown that Norwegian students who are regularly exposed to English outside of school, e.g. through online games or English language media, perform better at English reading tasks, suggesting that for many Norwegian students, English proficiency is being developed outside of the classroom to a significant extent (Brevik, 2016).

This study investigated receptive L2 English vocabulary knowledge among Norwegian university students in relation to the frequency of their interactions with English, both inside and outside the classroom. A survey comprising the Vocabulary Levels Test (VLT; Schmitt, Schmitt, & Clapham, 2001) and reports of language and educational background as well as self-ratings of reading proficiency and extramural English exposure was completed by 201 Norwegian university students. Students were recruited from 3 subject areas with different levels of English contact: Sociology (teaching and reading in Norwegian), IT (teaching in Norwegian, reading in English) and English (teaching and reading in English) classes. Results indicate that students enrolled in subjects where English was used more had significantly higher vocabulary scores, even among first year students (suggesting this was not due purely to exposure to English at university). Vocabulary scores among this sample were more strongly associated with extramural English exposure than with the number of English classes completed in school. Another striking finding is the enormous variation in VLT scores between individual students. Some students report engaging with extramural English-language materials significantly more than others, and this appears to be reflected in their receptive English vocabulary knowledge.

The results of this study raise some interesting questions about the discrepancy between the English taught in the Norwegian education system and the expectations of proficiency at the university level. The students with low receptive vocabulary scores had met the requirements of university admission, but would almost certainly struggle to read texts in English. The differences in vocabulary knowledge between the fields of study, even among first year students, suggest that students may even be selecting their study program based on the level of English required. Additionally, the type of language encountered extramurally will not necessarily be the best preparation for academic reading, so even students with high English proficiency in some domains may still struggle with academic reading. This may have implications for educational opportunities for students in many countries where assumptions (and, consequently, expectations) of L2 English proficiency are high, and I will argue that more support needs to be offered in these situations.

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Lexical diversity and lexical transfer in a longitudinal English learner corpus

Poster

Keywords: cross-linguistic influence, third language acquisition, lexical transfer

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Abstract: Lexical diversity, or lexical richness, in a language is associated with proficiency. In foreign language production, we expect to find more infrequent words and more overall lexical variety in language use with increasing competence or proficiency (Milton 2009: 126). In addition, foreign language learners frequently use words from their previously acquired language(s) in their foreign language production (lexical transfer), especially if these languages are related (Ringbom 2001: 60).

In this light, we investigate how lexical diversity and lexical transfer develop in monolingual and bilingual learners of English: (i) can we see a developmental progress within a time span of two years of studying English, (ii) do bilingual learners show more or less lexical transfer than their monolingual peers?, and (iii) do the bilingual learners use lexical borrowings from both their background languages or just from one?

This study uses a pilot version of a longitudinal English learner corpus. The corpus consists of written data from a longitudinal project that investigates the multilingual development of children living in Germany (Multilingual development: a longitudinal perspective (MEZ)). Two cohorts, students in school year 7 and 9, of three different language groups (monolingual German, bilingual Russian-German, and bilingual Turkish-German) participated in four measuring points between Spring 2016 and Summer 2018. For the present study, we analyze the English written performance at these four measuring points (the same picture description task for all students), yielding four English texts per student. In total, the pilot version of the MEZ CORPUS consists of approximately 63, 000 word tokens.

First results reveal that, on average, the younger cohort of the German monolinguals produced slightly more words per text than their bilingual peers. The older German monolingual cohort, however, produced fewer words per text than the bilinguals across all four measuring points. This may indicate a difference in L2 and L3 learners. Regarding the first two measuring points, both cohorts of the German monolinguals have higher type-token ratios than the bilingual participants. In the latter two measuring points, this result is less clear and exhibits a varied picture. This suggests that lexical diversity does not develop in a linear manner and that it is affected by additional variables, for example the topic of the writing task. In addition, lexical transfer seems to come exclusively from German and not from Russian or Turkish, which could be explained by the typological similarity between English and German, and because German is the academic language of all participants. A more detailed analysis reveals distributional differences between the bilinguals and monolinguals, in that we find considerably fewer lexical borrowings in the bilingual data than in the monolingual learner data. In addition, we observe a developmental difference across less proficient and more proficient learners. In the second part of the analysis, we use the comprehensive meta-data (i.e. socio-economic status, type of secondary school, language use at home) to interpret the results.

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Effects of Experience-based Learning on Japanese L2 Learners' Relative Clause Processing: Evidence from Self-paced Reading

Poster

Keywords: experience-based learning, sentence processing, relative clause

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Abstract: Previous reading studies have asserted that the processing load of object relatives (ORs) is higher than that of subject relatives (SRs). This asymmetry has been attributed to several accounts such as limited working memory capacity (Gibson, 1998) and syntactic factors (Sheldon, 1974). However, Reali and Christiansen (2007) claimed that “experience” differentiates reading performance on relative clauses based on their corpus study and four self-paced reading experiments. Moreover, Wells, Christiansen, Race, Acheson, and MacDonald (2009) examined the learning effects of experience, namely, repeated exposure to relative clauses on sentence processing with a self-paced reading paradigm. The results support their account that experience-based learning facilitates readers' sentence processing. Sakakibara and Yokokawa (2015) performed a similar study with Japanese EFL learners (JEFLLs) to examine the effects of experience-based learning on relative clause processing. They compared the reading time and accuracy rates between relative clause and non-relative clause groups. Based on the results that the relative clause group read relative clauses significantly faster and more accurately than the non-relative clause group, they report that JEFLLs also benefited from repeated exposure.

However, the stimuli used in Sakakibara and Yokokawa (2015) were not controlled enough to provide a firm conclusion. For example, even though they compared SRs and ORs in the pre- and post-test sessions, the number of noun phrases used in SRs and ORs varied, meaning that different structures were mixed. Moreover, the number of yes-or-no answers for SR and OR confirmation sentences differed, which could have influenced the accuracy rates, because people usually hesitate to answer “No.” Any of them could have affected the accuracy rates and experimental results. In addition, to date, no study has confirmed the lasting learning effects of repeated exposure on JEFLLs.

The present study investigated the effects of experience-based learning on JEFLLs' relative clause processing by utilizing stimuli controlled between two groups and between two clause types. This experiment also examined whether the repeated exposure effects persist one day after the exposure.

Forty-six JEFLLs, comprising a relative clause group and a contrast group, participated in four sessions involving a pre-test, a repeated exposure, a post-test, and a delayed-post-test conducted one-day after the exposure. During the exposure session, the relative clause group read 40 SRs and 40 ORs, answered comprehension questions, and were given correct answers, whereas the contrast group read 80 sentences without relative clauses, and then went through the same procedure as the relative clause group. In the test sessions, the participants read 12 SRs and 12 ORs in a self-paced word-by-word manner and answered comprehension questions. Their accuracy rates for the comprehension questions and reading times in the matrix verb region were compared between the groups and between the clause types.

Overall findings are (1) in the post-test, the relative clause group read ORs and SRs significantly faster and more accurately than the pre-test, while the contrast group read only ORs significantly faster and read only SRs significantly more accurately than the pre-test, indicating that JEFLLs benefitted from repeated exposure, (2) in the delayed-post-test, the relative clause group showed persistence learning effect on both ORs and SRs significantly, while the contrast group showed persistence effect on SRs but not ORs significantly, reflecting experience-based learning effect persisted one day after the exposure.

In the presentation, these findings will be further discussed in terms of the effects of repeated exposure on L2 learners' development of sentence processing. Also, implications and suggestions for foreign language instructors will be provided.

The effect of task repetition on writing fluency

Poster

Keywords: writing, fluency, task-repetition

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Abstract: This study investigated the effectiveness of speedwriting and writing task repetition in improving writing fluency.

In a foreign language environment, with few opportunities to produce output, extended writing activities are key to fluency development. In response, this study was based on two approaches to fluency practice.

The first approach adopts Nation's (2001) criteria for fluency practice. Nation suggests that to develop fluency, activities must pressure learners to process language faster than normal, use large amounts of language, and be meaning-focused. Speedwriting is known for developing writing fluency by meeting these criteria, though empirical studies have yielded mixed results. While significant improvement was observed from pretest to posttest in Nguyen (2015), there was no comparable improvement in Nitta and Baba (2014) or Doe and Figueroa (2015).

The second approach is task repetition. Bygate (2001) shows that task repetition results in better oral performance because when learners repeat the task, they are already familiar with the content, which frees cognitive resources for lexical and grammatical selection. Although numerous empirical studies have examined task repetition in oral fluency, only Nitta and Baba (2014) did so in a writing context, reporting that unlike in oral tasks, the effect of task repetition on writing is limited. Given these mixed results, further empirical research is necessary.

Participants were first-year university students studying English in Japan. Two of six classes formed the task repetition group, two the task speedwriting only group, and two the comparison group.

Participants in the two experimental groups (task repetition and speedwriting only) engaged in a weekly in-class speedwriting task over ten weeks. Following brainstorming and planning sessions, they were asked to keep writing on a given topic for seven minutes without worrying about errors. Participants in the task repetition group wrote on the same topic for two consecutive weeks, those in the speedwriting only group wrote on a different topic each week, and those in the comparison group completed speedwriting tasks in Weeks 1 and 10 only.

Writing output was analyzed using number of words per text. Measures were compared across all three groups as well as within the task repetition group. To supplement quantitative data, questionnaire and semi-structured interviews were also conducted. Results showed that speedwriting was effective for both experimental groups but that the effect of task repetition is sensitive to multiple factors, including students' English proficiency level. Responses to the questionnaires and in interviews revealed that those with lower proficiency found task repetition more helpful than those with higher proficiency. Some high-proficiency students performed satisfactorily in the first writing session, and repeating the task did not help them improve due to a ceiling effect. Other factors, including motivation and attitude to task engagement, also influenced performance. Detailed data on students' responses and interviews will be provided in the session.

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Intervention Effects in Relative Clause Production: An L2 English Study

Poster

Keywords: Relative clause, Featural Relativized Minimality, Intervention effects

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Abstract: This study investigates written production of relative clauses (RCs) in L2 English by Japanese-speaking learners of English (JLEs). This study focuses on the intervention effects in RC production with respect to the Relativized Minimality (RM, Rizzi, 1990). The RM states that a local relation between X and Y is blocked if Z intervenes, and Z shares a relevant feature as X, as in (1). According to RM, object RC (ORC) is expected to be more complex than subject RC (SRC) because there is an intervener (i.e., Z in (1)) in ORC but not in SRC.

(1) ... X ... Z ... Y ...

The featural RM (FRM, Friedmann et al., 2009) further provides an advanced analysis. As for SRCs shown in (2a, b), there are no intervenor between the filler and the gap so that L2 learners have no difficulty for producing SRC. As for ORCs in (2c, d), there are intervening NP (i.e., subject NP) between the filler and the gap. Moreover, as for ORCs in (2c), the formal feature, Number, of the subject NP matches that of the object NP (i.e., singular-singular or plural-plural). As for ORCs in (2d), however, the Number feature of the subject NP does not match that of the object NP (i.e., singular-plural or plural-singular).

Given the FRM, we predicted that L2 learners will produce SRCs in (2a, b) accurately, but they will produce passivized RCs (e.g., *the girl who is being chased by the boy*) to avoid ORCs in (2c, d). We also predicted that the intervention effects in ORCs will be reduced if the intervenor does not share the same feature: L2 learners will produce ORCs in (2d) more often than (2c) (cf. Hu et al., 2016; Xia & White, 2018).

(2)

- a. the boy [who _ is chasing the girl] / the boys [who _ are chasing the girls] (A: SRC; Match)
- b. the boy [who _ is chasing the girls] / the boys [who _ are chasing the girl] (B: SRC; Mismatch)
- c. the girl [who(m) the boy is chasing _] / the girls [who(m) the boys are chasing _] (C: ORC; Match)
- d. the girl [who(m) the boys are chasing _] / the girls [who(m) the boy is chasing _] (D: ORC; Mismatch)

We conducted a written production task. Twenty JLEs (mean: 19.4 years old), who are elementary-level learners, participated in the experiment. We had four types of stimuli as in (2), and each type contained six tokens. For each stimulus, a picture involving two NPs was presented, and the participants were asked to describe one of the two.

Our preliminary results showed that JLEs produced SRCs (A: 90.8%; B: 91.6%) and ORCs (C: 0.8%; D: 1.7%) as shown in Table 1. As for ORCs, they produced passivized RCs (C: 76.7%; D: 75.0%). The results confirmed our two predictions: Intervention effects predicted by the FRM observed. They preferred producing passivized RCs instead of ORCs, and they produced Number feature mismatch ORCs (Type D) more. We further discuss the results based on the *smuggling approach* (Collins, 2005; Belletti & Rizzi, 2013).

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Table 1. Summary of the results

	Type A	Type B	Type C	Type D
	SRC Match	SRC Mismatch	ORC Match	ORC Mismatch
Full RCs	37.5% (45/120)	38.3% (46/120)	0.8% (1/120)	1.7% (2/120)
Reduced RCs (e.g. <i>the boy chasing the girl</i>)	53.3% (64/120)	53.3% (64/120)	---	---
Passivized RCs	---	---	34.2% (41/120)	31.7% (38/120)
Reduced Passivized RCs (e.g. <i>the girl chased by the boy</i>)	---	---	42.5% (51/120)	43.3% (52/120)
Acceptable responses	3.3% (4/120)	3.3% (4/120)	4.2% (5/120)	6.7% (8/120)
Errors	5.8% (7/120)	5.0% (6/120)	18.3% (22/120)	16.7% (20/120)

The Role of Multiple Linguistic Constraints on L1 and L2 Idiom Processing

Poster

Keywords: L1 and L2 Idiom processing, subjective and objective factors, Word concreteness

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Abstract: Idioms are conventionally defined as expressions whose figurative meaning do not (necessarily) derive from the literal meaning of their constituents (Jackendoff, 1995). Classical models of idiom processing were mainly concerned about the compositional versus non-compositional analysis involved in the processing of idioms (e.g., Bobrow & Bell, 1973; Gibbs & Nayak, 1989; Cacciari & Tabossi, 1988). However, some models also pinpoint the importance of considering multiple *linguistic constraints* on the processing of idioms, including both *subjective* measures, such as participants' familiarity with idioms, and *objective* measures, such as the frequency of the idioms' constituents (Libben & Titone, 2008).

The first goal of this study was thus to investigate how multiple objective and subjective linguistic constraints impact the processing of idioms, while introducing one unstudied objective factor: *concreteness*. Given that idiomatic expressions are often abstract (Citron, 2016), and that there are fundamental differences between the processing of abstract and concrete words, (i.e., faster processing time for concrete words compared to abstract words, Milburn, 2018), we hypothesized that the *concreteness* of the nouns that constitute the idiom will affect its processing. Studies report that late L2 learners have difficulty with idioms in terms of learning and comprehension (Abel, 2003; Cieřlicka, 2006). In order to better understand idiom processing among late L2 speakers, and as suggested by previous studies (Titone et al., 2015) we investigated whether the same linguistic constraints that govern L1 idiom processing, likewise impact processing of idioms in L2 speakers with late Age of Acquisition (AoA).

To date, 22 participants (12 native English speakers and 10 late English learners) have participated in this study. Both groups performed a self-paced reading task during which they were presented with 80 idiomatic expressions (e.g., "She broke her word"). Participants' reaction time (RT) on the last word of the expressions were used for the analysis. After this task, participants gave their ratings (on a 5-point scale) on the level of *Familiarity*, (i.e., how frequently they encounter or use that idiom in every-day communication), *Meaningfulness* (i.e., how well they know the meaning of the idiom), and *Literal-plausibility* (i.e., whether the idiomatic expression has a possible literal interpretation). The objective measures included *Noun-* and *Verb-Frequency*, and noun *Concreteness*.

Two separate multiple regression models were computed for subjective and objective factors. AoA and its interaction with idiom-related factors were included in both models. Among objective measures, *Noun-Frequency* and *Concreteness* were significant predictors of RT ($t = -5.32$; $p < .001$ and $t = 3.17$; $p < .001$; $R^2 = .42$). The increase in *Noun-Frequency* contributed to faster RT. However, the effect of *Concreteness* was inconsistent with the general expectations for processing of concrete versus abstract words: abstract words were processed faster. *Literal-Plausibility* and *Meaningfulness* were objective measures whose effects on RT were significant ($t = 2.87$; $p < .01$ and $t = -3.29$; $p < .001$; $R^2 = .77$), such that increase in *Meaningfulness* led to faster RTs, and increase in *Literal-plausibility* led to slower RTs. No significant effect was found for AoA or its interaction with idiom-related factors.

Our results are consistent with a constraint-based approach which emphasizes on the role of multiple linguistic constraints on idiom processing. Additionally, we conclude that the ongoing processing of idioms might exert a mutual impact on the processing of their components, suggesting by the facilitative processing of abstract words embedded in idioms. Finally, we suggest that the same linguistic constraints govern idiom processing in both native speakers and late second language learners. The future direction for this study: using Event Related Potentials (ERPs) technique to investigate idiom processing in L1 and L2 to detect underlying processing differences between these groups.

When: 2019-08-30, 10:00 - 11:30, Where: Hall

Investigating EAL learner performance influences: The importance of vocabulary for reading comprehension

Poster

Keywords: EAL, reading, vocabulary

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Abstract: Several major studies (e.g. Perfetti & Stafura, 2014; Steensel, Oostdam, Gelderen, & Schooten, 2013) have shown a strong and significant relationship between vocabulary knowledge and reading comprehension, in both L1 and L2 learners. Accordingly, English as an Additional Language (EAL) learners, with L2 vocabularies smaller than their L1 counterparts (Coxhead and Bur, are more likely to struggle with reading comprehension (Murphy & Unthiah, 2015). Therefore, a greater appreciation of the performance factors that influence EAL learners' reading comprehension is vital to ensure that these learners receive the support necessary to succeed academically. This exploratory study is an attempt to understand the challenges faced by EAL learners with regards to reading comprehension.

For this study, we examined a subject group of 31 (17 EAL, and 14 First Language English (FLE)) learners studying at an international school in Japan. We investigated four factors shown to influence reading comprehension (e.g. Droop & Verhoeven, 2003; Geva & Zadhe, 2006) using previously validated tools: vocabulary knowledge (New Vocabulary Levels Test (nVLT); McLean & Kramer, 2015), word decoding skills (Single Word Reading Test (SWRT); Snowling et al. 2009), reading fluency (fluency passages from the York Assessment of Reading Comprehension (YARC); Snowling et al. 2009), and general linguistic ability (C-test; Eckes & Grotjahn, 2006; Trakulphadetkrai et al. 2017). The results of these assessments were then compared with reading comprehension indices (accuracy and comprehension), assessed using the YARC.

To examine the construct validity of each assessment and person as well as item reliability, we employed a Rasch analysis and Cronbach's alpha. We then used a multiple regression analysis to explore the extent to which performance on each of the assessments predicted variances in reading comprehension. Our analysis showed that both vocabulary and reading fluency were statistically significant predictors of reading comprehension amongst our subject group. However, when EAL subjects were examined independent of the FLE learners, the only statistically significant predictor of reading comprehension was their vocabulary knowledge. We discuss potential reasons for why vocabulary knowledge appears so important for EAL learners, outline potential implications for our study, and suggest potential future research directions.

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When: 2019-08-30, 10:00 - 11:30, Where: Hall

Representation and Processing of Formulaic Expressions in L2 Mental Lexicon: How do EFL Learners Process Aurally Presented Multilexical Verbs?

Poster

Keywords: multiword expressions, speech processing, L2 mental lexicon

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Abstract: This study aims to explore how EFL learners process multiword expressions from the aspect of L2 speech processing. It is hypothesized that recurrent lexical patterns in discourse possess the status of units in the mind (e.g., Langacker, 1990), thus enabling language users to retrieve and process them holistically at the time of use (Wray, 2002). These high-frequency word combinations are referred to as formulaic sequences (FSs), which are assumed to be processed more efficiently and accurately with less cognitive load than nonformulaic sequences. Although the processing advantage of FSs has been reported in previous studies of L1 use (e.g., Schmitt, 2004) and L2 use (e.g., Isobe, 2011; Jiang & Nekrasova, 2007), the findings are largely limited to visual processing. Therefore, the present study aims to examine the processing advantage of FSs in L2 speech processing. An auditory grammatical judgment task was conducted on 31 Japanese EFL learners at a lower and intermediate level of proficiency. Following the procedures of Isobe (2011), the stimulus list comprised three types of sequences: high frequency multilexical verbs as the target FSs, low frequency nonformulaic sequences (NonFSs) as the control, and ungrammatical sequences (UnGs) as the filler. As the main focus is on the comparison of FSs and NonFSs, these two types differed by only one keyword (e.g., *make use of* vs. *make way off*). It should be noted that the factors affecting word processing (i.e., word length, syllables included, word-level familiarity) were controlled and thus the times required for recognizing the component words were theoretically equal. A critical factor differentiating the three stimulus types was frequency of occurrence as a whole sequence in the British National Corpus. A total of 135 sequences (45 items for each stimulus type) were converted to sound files by a speech synthesis software (Global Voice English 3 Professional, HOYA). The participants were individually asked to decide whether the word order of a sequence was appropriate immediately after the speech sound. They were expected to respond YES for the FSs and NonFSs as grammatical sequences, while NO for the UnGs (e.g., *late up stay*) as ungrammatical sequences. The data revealed a significant difference among the sequence types in the reaction times and accuracy rates, respectively. The FSs were processed statistically faster and accurately than the NonFSs and UnGs when they were aurally presented. The results are consistent with the data of visually presented multilexical verbs (Isobe, 2011). The facilitating effects of FSs in L2 speech recognition indicates that less proficient learners of English are also sensitive to frequency of a whole sequence as well as a single word and enjoy the benefit of highly-frequent multiword expressions during L2 auditory processing.

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Differential Difficulty in the L2A of English Phrasal Verbs

Poster

Keywords: English Phrasal Verbs, Lemmatic Properties, Differential Difficulty

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Abstract: When attempting to master English phrasal verbs (PVs, e.g. *put out*, *take after*, *come up*), second language (L2) learners of English seem to face some challenges or difficulties. Indeed, both Japanese and Korean-speaking learners (JSLs, KSLs) seem to find it difficult to master English PVs. Why is it difficult to acquire PVs? Which particles or verbs are more difficult than others? Which type/sense of particles or verbs are easier than others? This paper attempts to answer these questions on differential difficulties or on variability in L2 acquisition of English PVs.

From a theoretical and pedagogical perspective, this paper points out the syntactic and semantic (so called *lemmatic*) ambiguities and obscurities inherent in PVs in English, suggesting a novel classification of PVs: namely a modified semantic classification of PVs (e.g. \pm Dimension, \pm Boundary, \pm Direction, \pm Temporality) (Cf. Armstrong 2004, Directional, Aspectual, and Idiomatic) into which syntactic properties (agreement between a verb and a particle, selection and construction of features) are incorporated. Interestingly, both Japanese and Korean language have the linguistic phenomena so called 'verb doubling' (e.g. Japanese *tabeowaru*: verb: *tabe* (eat)+verb: *owaru* (finish) \approx *eat up*), while English and Danish have been analyzed as having particles as in phrasal verbs (PVs) which consist of a verb followed by a particle.

An experimental study has been carried out to see what role such linguistic differences between first language (L1) (Japanese, Korean) and L2 English play in L2 acquisition of English PVs. Research questions on development order (e.g. differential difficulty) or causal factors (e.g. L1 effects) and testing hypotheses (e.g. The Feature Reconstruction Hypothesis in Bong 2009, The Prototypicality Hypothesis (see Bong 2011), and Lexical Learning Hypothesis) and predictions on L2 acquisition of PVs are specified. This study also sets out to test the validity of the claims in Armstrong (2004) in which idiomatic PVs (*bring up* (\approx *educate*), *rub out* (\approx *kill*)) should be learned (acquired) as one lexical unit, since they are stored as a single unit in the mental lexicon.

The experimental study has been carried out with both JSLs and KSLs, which consists of a questionnaire, one grammatical proficiency test of 100 questions and a close test of five types of PVs incorporated into 80 tokens with bilingual interpretations (English-Japanese, or English-Korean).

The results from the experimental study and theoretical test do not support the claims of the single unit hypothesis driven from Armstrong's study (2004). Examining the data, the paper argues that ambiguities and obscurities of PVs are a challenge for L2 learners. The findings suggest that both JSLs and KSLs find it difficult to tackle PVs, due to the inherent lemmatic ambiguities and obscurities of English PVs. In addition, this paper gives insight into what semantic and syntactic (lemmatic) properties related to English PVs (more specifically, verbs and particles) are more difficult for JSLs and KSLs than others, discussing pedagogical implications for English language learning/teaching. Thus, increased awareness of and proficient knowledge of both syntactic and semantic (lemmatic) properties of PVs will make English language teachers not only more effective but also successful with pedagogical strategies.

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Neutrality of the LLAMA test explored; the case of agglutinative languages

Poster

Keywords: SLA, language aptitude, agglutinative languages

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Abstract: Language learning aptitude has reattracted the attention of researchers in the field of second language acquisition. Currently, one of the most employed language aptitude tests is the LLAMA test (Meara, 2005). The LLAMA test consists of four subtests; LLAMA_B (vocabulary learning), LLAMA_D (sound recognition), LLAMA_E (sound- symbol correspondence) and LLAMA_F (grammatical inferencing). Validation studies of fairness with respect to language background, age, education level, language proficiency et cetera have been carried out. For instance, Graña (2013) compared the performance by L1 speakers of Chinese, Spanish and English, whilst Rogers et al. (2017) compared the performance by L1 speakers of English, Chinese and Arabic. Both studies concluded that the LLAMA test was a language neutral test and could be used across language backgrounds. However, no study as yet compared the performance by L1 speakers of agglutinative languages to those of non-agglutinative languages. Moreover, the performance of L1 speakers of a language which uses a logogram and phonogram, such as Japanese, has not been researched yet. These linguistic aspects in L1 backgrounds may play a role: (1) the LLAMA_F test includes the inference of structures that seem agglutinative and (2) the LLAMA_B test includes the ability to recognize logogram-like structural icons.

The main aim of the current study is to contribute to the investigation of the validity (fairness) of the LLAMA test with respect to language background: 'to what extent would the LLAMA test be language neutral?'. To answer this question, we examined the performance of L1 speakers of different language families (Indo-European vs. Agglutinative) as well as different writing systems (phonogram vs. logogram). For this purpose Hungarian L1 speakers (agglutinative language with phonogram), Japanese L1 speakers (agglutinative language with logogram and phonogram) and Dutch L1 speakers (Indo-European language with phonogram) were chosen. More specifically, to make the contrast between the agglutinative language family background and Indo-European language family background stronger, the current study confined participants to; Hungarian university students who study Japanese (n=25), Japanese university students who study Hungarian (n=30) and Dutch university students who have never studied any agglutinative languages and study a romance language (n=24).

Based on the linguistic and pictorial aspects used in LLAMA_F and LLAMA_B, respectively, we hypothesized that the Japanese and Hungarian group would outperform the Dutch group on these tests, and that there would be no differences on the LLAMA_D test (gauging implicit sound recognition ability).

Using a MANCOVA on the scores on the LLAMA subtests as dependent variables, L1 background as independent factor, and number of languages learned as covariate, the results showed that, contrary to expectations, the Japanese L1 group outperformed Hungarian and Dutch L1 groups significantly in the LLAMA_D test (sound recognition).

Furthermore, the Japanese L1 groups showed significant higher scores in the LLAMA_F test (grammar inference) than the rest of the groups. In contrast, there were no significant differences amongst these groups in the results of the LLAMA_B test (vocabulary learning). The results of the experiment therefore suggest that the LLAMA test is not an entirely language neutral test. We discuss whether and how the LLAMA test may be redesigned such that it would be more valid (fair) with respect to language background.

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Why are English clusters easy and difficult simultaneously for Arabic speakers?

Poster

Keywords: epenthetic, intrusive, consonant clusters

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Abstract: Speakers of Arabic dialects are known to insert vowels to break up illicit consonant clusters in their L1 and/or L2 (Broselow, 1984) but in fact, these vowels have been shown to vary in their underlying status as epenthetic or intrusive: epenthetic vowels are phonological units used to modify illegal structures whereas intrusive vowels are phonetic transitions “produced between consonants through a retiming of existing articulatory gestures” (Hall, 2006, p.388). In this paper, we investigate i) the distribution and status of inserted vowels in L1 Bisha Arabic (BA), and in L1 Makkah Arabic (MA), ii) the effect of these L1 vocalic transitions on production of L2 English consonant clusters.

Hall (2006) lists some diagnostics of intrusive and epenthetic vowels. The main diagnostics are i) intrusive vowels should be a schwa or a copy of a nearby vowel whereas epenthetic vowels are not restricted to schwa although they may be a copy of nearby vowels, ii) intrusive vowels generally occur in heterorganic consonant clusters, but epenthetic vowels are not affected by the place of articulation of consonants.

Using these diagnostics, consonant sequences in word-initial and -medial positions were tested in L1 BA/MA and L2 English. Two groups of male speakers (25 BA/29 MA) aged 18-22 years participated in two experiments. They were all low-proficiency L2 English speakers. In experiment 1, participants produced 33 target items in which the sonority slope of potential clusters was systematically varied, first in isolation in a picture-naming task, then in connected speech in a sentence context. In experiment 2, participants produced sentences in a multiple-choice grammar task in which 36 English clusters were embedded. These clusters consisted of two constituents [CC] in word-initial position and three constituents [CCC] in word-medial position.

In the L1, Table 1 shows that BA allows onset clusters to a greater extent than MA, but they are nevertheless affected by sonority slope. Word-medially, consonant clusters [CC.C] are avoided by speakers in both dialects. For the quality of inserted vowels, the inserted vowel word-initially is largely [ə] in both dialects, which matches the diagnostics for intrusive vowels: it is schwa and it breaks up heterogenic clusters. Word-medially, schwa is employed by BA speakers whereas MA use the low vowel [a]. We propose that these word-medial [ə, a] are both epenthetic vowels because: i) they occur to break up a homorganic potential cluster [t-l] ii) they are not restricted to schwa.

For L2, all speakers generally produce English word-initial clusters in a native-like way, especially those with plateau sonority. Word-medially, English clusters are rarely maintained by BA and MA speakers, especially clusters comprising three constituents in the onset position [.CCC]. L2 word-initial clusters appear easy for all participants even though MA speakers lack such clusters in their L1 and 50 % of L1 onset clusters were broken up by BA speakers. Why are two-position (CC) onset clusters easy word-initially, but difficult word-medially [C.CC], for BA and MA speakers?

We argue that BA and MA speakers employ intrusive vowels to break up word-initial onset clusters in their L1. Phonologically, this vowel is not a syllable nucleus (Hall, 2006) thus BA and MA do allow underlying complex onsets word-initially. Consequently, word-initial English clusters were easy for them. In contrast, BA and MA speakers use epenthetic vowels in L1 word-medial clusters, which are phonologically considered a syllable nucleus (Hall, 2006). They show negative transfer of L1 properties resulting in difficulties in production of word-medial English clusters [C.CC].

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Table 1: Percentage of clustered and non-clustered consonants in L1 BA/ MA and L2 English.

Word-initial position e.g., [kta:b ~ kita:b] “book”							Medial position e.g., [gult.lih < gul.təlih ~ gul.taluh] “I said to him”										
% of produced clusters			% of produced clusters by sonority slope			Quality (%) of vowel inserted between consonants	% of produced clusters			% of produced clusters based on syllable boundary			Quality (%) of vowel inserted between consonants				
			Fall	Plat	Ris					Intrusive vowel			C.CC	CC.C	.CCC	Epenthetic vowel	
										[ə]						[a]	[ə]
L1	BA	51	35	66	51	97	L1	BA	20		20			100			
	MA	17	14	21	16	85		MA	13		13		92				
L2	BA	71		94	63	100	L2	BA	32	44	30	23		100			
	MA	69		90	61	100		MA	29	31	36	20		100			

Short-term content-based instruction in secondary education in Japan: Students' perception and their writing skills

Poster

Keywords: content-based instruction, perception, writing

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Abstract: Research on content-based approach in Europe has revealed that it has a positive impact on students' affective states such as motivation (Lasagabaster, 2011), and mixed results have been obtained on their writing development (Roquet & Pérez-Vidal, 2017; Whittaker, Llinares, & McCabe, 2011). Focusing on Asian contexts, however, the approach is still relatively new (Yang, 2015) and little is known about students' perception of such class and their writing skill development compared to those gained in a non-CBI class.

This exploratory study compared a theme-based instruction (CBI) module (n=37) and a non-CBI module (n=41) conducted for Japanese high school students with a low-intermediate level of English, and investigated their self-rated understanding and engagement level (Egbert, 2003) of a unit as well as change in their written production to holistically understand their perception and language outcomes. The CBI module's content focus was to learn about different methods of electric power generation along with the language objective of making comparisons. The non-CBI module, on the other hand, had the same language target but without any focus on specific topics. The total of eleven 30-minute intervention classes were conducted over a three-month period, in addition to regular four-hour English classes per week. The students wrote a learning log 5-6 times, answered an engagement questionnaire after the completion of the whole unit, and wrote a compare/contrast essay on power generation before and after the intervention. Their writing samples were rated with the functional adequacy rating scale (Kuiken & Vedder, 2017).

The results on the questionnaire showed that both groups had approximately the same self-rated understanding and engagement level for the intervention unit. However, one subcomponent of the engagement scale (i.e., interest in the unit) was marginally lower for the CBI group ($p=0.06$, Cohen's $d=0.44$) with large standard deviation, suggesting the critical role that a topic has played in engaging students in CBI. Although the writing topic was favored by the CBI group, no significant improvement on the rating was found for both groups except for comprehensibility (i.e., ease of understanding a writer's intended message) of non-CBI group ($p=0.03$). The current study shows that different instruction type may have differential effect on students' interest in class but both contributed less on their writing achievement.

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Bilingual advantage in early foreign language pronunciation accuracy in German 4th-graders?

Poster

Keywords: EFL phonology, pronunciation accuracy, bilingual advantage

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Abstract: Previous research comparing performances in foreign language acquisition depending on language background has revealed heterogeneous results. While some studies found advantages for bilingual (e.g. Husfeldt & Bader-Lehmann, 2009) or monolingual (e.g. May, 2006) learners, others have shown no significant differences in learning outcomes for either group (e.g. Wilden & Porsch, 2015). Most past studies have focused on language comprehension aspects or on lexical/grammatical knowledge, while phonological productive abilities have so far been frequently neglected, particularly for early stages of foreign language acquisition and limited proficiency levels. Studies with older L2 learners show that albeit similar acquisition patterns, bilinguals have a more diverse phonetic repertoire and heightened phonological knowledge due to previous language learning experiences compared to monolinguals (e.g. Cabrelli Amaro & Wrembel, 2016).

The present study explores phonological proficiency in English as a foreign language in 184 4th-graders asking whether

- a) monolingual and bilingual learners exhibit significantly different accuracy values in phonological production.
- b) both groups show different transfer and error patterns.

Participants were recruited from 6 public elementary schools in Germany (81 monolingual, 103 bilingual) with four years of formal instruction in English (~2 hours/week). To measure phonological proficiency, we conducted a picture naming task consisting of 23 items covering a wide spectrum of phonemes, focusing on segmental features. All students were tested separately in a quiet room by trained research assistants. The session was audio recorded and the items transcribed and rated for production accuracy by two trained and independent raters. Additionally, all inaccurately produced items were classified into categories of error types. A variety of additional linguistic (lexical, grammatical proficiency in English) and social & cognitive background variables were collected. Accuracy scores from the picture naming task were computed and analyzed using group comparisons and linear mixed effects hierarchical regression (LMER) controlling for a variety of background factors on both the individual and school level.

Results showed that bilingual students overall produced significantly more accurate productions than their monolingual peer group. These results are of particular interest when compared to performances in other linguistic domains (lexicon and grammar), where the bilingual advantage was a lot less stable or only visible for certain bilingual subgroups. Possible reasons for this larger bilingual benefit in phonology compared to other areas of learning are discussed. Additionally, error patterns and transfer strategies for all incorrectly produced items are compared between the two groups. Results reveal that the source of negative transfer is German phonology in the majority of cases irrespective of language background. Moreover, both monolingual and bilingual students exhibit similar transfer strategies, suggesting a general bilingual (and possibly metaphonological) advantage due to prior language-learning experience over language-specific properties.

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When: 2019-08-30, 10:00 - 11:30, Where: Hall

Contrasting similar words in multiple-choice as a learning tool for second language vocabulary acquisition

Poster

Keywords: vocabulary, learning, multiple-choice

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Abstract: Learning foreign vocabulary is key to second language (L2) acquisition. Critically, this requires integrating L2 words into the existing mental lexicon. Neurocognitive work suggests that the organisation of the mental lexicon is similarity-driven: words more similar in form (orthography or phonology) or meaning are stored more closely, with associated effects on processing (e.g., Meyer & Schvaneveldt, 1971; Zhao et al., 2017). Similarity also affects learning. For instance, learning that the word NION means DRILL may be difficult if other words to be learned refer to HAMMER or NAIL or are spelled BION or NION (Laufer, 1988; Nation, 2000). A previously suggested solution is to learn similar words in separate contexts (Nation, 2000).

However, this does not entirely solve the problem. A growing lexicon increases the complexity of the similarity network in which new L2 words will still eventually have to be integrated. To tackle this issue, we take inspiration from perceptual learning mechanisms. In perceptual learning, once undistinguishable concepts become differentiated through training procedures that explicitly compare (i.e., contrast) similar items (Goldstone, 1998). We are currently testing the applicability of *contrasting* as a learning tool for L2 vocabulary acquisition in an experimental study, the results of which we will present.

We ask 160 Dutch university students to learn 75 (artificial) words in a multiple-choice task. Multiple-choice is a useful testing device recently shown to also be an effective learning tool (Nakata, 2016). Multiple-choice is a form of retrieval practice, which benefits learning (Karpicke & Roediger, 2008). It also has the distinct benefit that learners have to choose from, or contrast, multiple answer options (or distractors). For half of the subjects, we manipulate the similarity of distractors to be either orthographically similar (OS) and semantically dissimilar, orthographically dissimilar and semantically similar (SS), or fully dissimilar (FD) to the target, where all distractors are also targets on other trials. The other subjects learn the same set of words, but with the distractors for the OS and SS words dispersed across trials to make them dissimilar; FD trials are identical between groups to serve as baseline. This condition serves as control and helps to determine whether any effect is due to the contrasting mechanism and not list effects. Moreover, half of the participants learn the words from L1 to L2, and the others from L2 to L1. Trials contain the correct translation alongside two distractors. Participants select an answer and immediately receive feedback. We measure performance on the multiple-choice task, as well as production and recognition (translation judgements), both directly after training and one week later. To better understand the determinants of potential effects, we also measure verbal working memory and selective attention. In addition, after the task participants indicate whether they focused more on form or on meaning and whether they applied mnemonic strategies.

We expect that contrasting similar words leads to better performance on recall and recognition, and to higher retention scores compared to learning the same words with dissimilar competitors. This (more challenging) learning condition may indeed increase depth of processing, which would affect the strength of the memory trace under construction. Critically, we expect effects to depend on the translation direction. From L1 to L2, concepts are associated with a novel form, hence orthographic contrasting should be beneficial. L2 to L1 maps a presented word to known concepts, hence we expect an effect of semantic contrasting.

If contrasting proves to facilitate learning, it may also be relevant for other SLA domains, both as a research and educational tool. Moreover, it would reflect a profound application of cognitive principles to educational practice, which can readily be applied in educational settings and software.

When: 2019-08-30, 10:00 - 11:30, Where: Hall

The interaction of text animation screens and implicit training in the acquisition of the 'do-support' in English

Poster

Keywords: Language, learning, implicit, do-support, syntax, applied linguistics, cognition, EFL, education

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Abstract: The use of auxiliary 'do' in interrogatives, negations and question tags is commonly referred to as 'do-support'. In the SLA literature, this property is usually listed among the most complex forms for learning and teaching English as a foreign language. We report the results of an experiment that investigates whether alternating implicit learning interventions with text pop-in screens can lead to the acquisition of a structure similar to 'do-support' in English. Fifteen children, aged 11-12, in their first year of English education at school, were randomly split into two different groups and trained under two conditions, labelled '+animation' and 'control' groups. Both groups received a set of implicit training tasks on a semi-artificial language bearing the morphological and syntactic features of do-support in English. Participants in both groups got no formal instruction on this feature but received implicit training activities by means of a reading session, a listening comprehension task and a building block video game where words were put into brick-like blocks to form affirmative and interrogative sentences. No sentences in negative forms were used in the training. The + Animation group was trained on the same set of tasks but got a set of text animation screens devised to explain the target form. A grammaticality judgement test and the scores on the video games, which involved comprehension and production, were used to gauge learning. The results indicated that the animation helped learners in the interrogative sentences, achieving 75,6% accuracy versus 58,9% for the control group. To check whether or not there was a difference of proportions of hits between both groups, a binomial equation model was used. Predictors used were hits and errors of each question, the group and the type of question. The covariance matrix for the tests was the lowest QIC criterion. The tests indicated an interaction between the group and the type of question, (Wald(2)=20,124 and $p<0,001$). The training with animations seemed to have been fruitful for facilitating implicit learning. The possible processes underlying this effect will be discussed in the poster.

The chart summarises the number of hits of the groups according to the type of sentence.

Group	Type of sentence	Errors		Hits	
		Errors	Percentage	Hits	Percentage
+Animation	Affirmative	35	53,0%	31	47,0%
	Interrogative	11	24,4%	34	75,6%
	Negative	29	64,4%	16	35,6%
Control	Affirmative	40	50,0%	40	50,0%
	Interrogative	23	41,1%	33	58,9%
	Negative	31	55,4%	25	44,6%

The tests suggest that there is an interaction between the group and the type of sentence. (Wald(2)=20,124 e $p<0,001$).

Source	Wald	GL	P value
intercept	0,514	1	0,473
Group	5,127	1	0,024
type	19,443	2	<0,001
Group * type	20,124	2	<0,001

Overuse of “no” in L2 Japanese: A Complementizer Analysis

Poster

Keywords: Overgeneralization of “no”, Nominative-genitive conversion, Complementizer

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Abstract: This study explores overgeneralization of “no” in Japanese by Chinese-speaking learners of Japanese (CLJs). It is well-known that the overgeneralization error of “no” such as *ookii-*no kuruma* (big car) is widely observed among CLJs, and this error occurs due to negative language transfer of “*de*” in L1 Chinese (cf. Shirahata & Hisano, 2005; Okuno, 2005). Murasugi’s (1991) Japanese L1 acquisition study reports that L1 Japanese children also overgeneralize “no” and concludes that it is triggered by the complementizer (C). In the current study, we investigate whether CLJ’s overgeneralization of “no” is language transfer or complementizer effect.

In Japanese, we have nominative-genitive conversion (or *ga-no* conversion) phenomena as in (1). Akaso & Haraguchi (2011) proposes that there is a complementizer in nominative structure but there is not in the genitive structure.

(1)

a. [[*sensei-ga kai-ta*] C] *hon* (nominative structure)

teacher-NOM write-PAST C book

b. [*sensei-no kai-ta*] *hon* (genitive structure)

teacher-GEN write-PAST book

In the experiment, we had four types as in (2): Correct nominative structure (2a); incorrect nominative structure (2b); correct genitive structure (2c); incorrect genitive structure (2d). All the phrases mean “the book that the teacher wrote.”

(2)

a. *sensei-ga kai-ta hon*

b. **sensei-ga kai-ta-no hon*

c. *sensei-no kai-ta hon*

d. **sensei-no kai-ta-no hon*

According to Macmillan & Creelman (2005), it was considered that learners’ ability to accept a correct sentence and to deny an incorrect sentence should be different. Therefore, we made 20 correct and incorrect sentences in each type, which became 80 target sentences in total, and another 100 were added as filler sentences. All of them were divided into two versions then randomized the order to be presented. Ten advanced-level CLJs participated in the current study. They were asked to complete two grammaticality judgement tasks (GTJ) that differed either texts were provided in audio or written. In both tasks, the participants had to judge whether the sentences were grammatically correct or not.

Our preliminary results on the audio GTJ showed that they accepted 73.0% (2a), 57.6% (2b), 68.4% (2b), and 54.5% (2d), and on the written GJT showed that they accepted 87.0% (2a), 11.0% (2b), 53.0% (2b), and 13.0% (2d). One-way ANOVA showed that there was a significant difference between correct and incorrect sentences on both types for the written GJT whereas no significant difference was shown on those for the audio GJT. The results revealed that the learners surely have their knowledge to judge the Japanese sentences with “no” correctly when they have enough time to judge. When it comes to the audio task, however, their judgmental ability might be less effective because learners are not be able to use their explicit knowledge. Moreover, an

individual analysis of the incorrect sentences also revealed that more CLJs accepted Type (2b) more than (2d), which suggests that the overgeneralization errors are more likely to be triggered by the complementizer. We discuss the overgeneralization error of “*no*” in terms of the existence of the complementizer.

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When: 2019-08-30, 10:00 - 11:30, Where: Hall

Attitudinal and Motivational Profiles of Second Foreign Language Learners in Multilingual Contexts

Poster

Keywords: motivation, second foreign languages, multilingual

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Abstract: Reports and studies repeatedly indicate that foreign languages other than English are facing major challenges in European educational systems (European Commission, 2012). In Sweden, pupils' motivation to learn a second foreign language (SFL) is reported to be low while motivation to learn English is high (Eurobarometer 2012, Tholin & Lindqvist 2009). While there are plenty of studies studying different aspects of multilingualism, until recently, only few studies have examined how learners' motivations to learn different languages influence each other (Csizer & Dörnyei, 2005; Csizér & Lukács, 2010). In Sweden, Henry (2012) found that the motivation to learn English (conceptualized as the ideal L2 self, Dörnyei, 2009) was related negatively to the motivation to learn an SFL (ideal L3 self of Spanish/German). This interpreted as an "English-is-enough"-attitude has also been argued to particularly usurp instrumental motivations (Gardner & Lambert, 1972) to learn an SFL (Oakes, 2013). Even though SFLs face common challenges in educational systems, they enjoy different popularity in schools. While Spanish as an SFL has experienced an upswing (Hyltenstam & Österberg 2010), mainly at the expense of German, French is disappearing from parts of Sweden. Studies investigating the increased interest in Spanish have pointed to integrative motivational aspects (Riis & Francia, 2013). Also gender usually affects language choice and learning motivations (Henry, 2010). Taken together however, little is known about how different attitudinal and motivational variables for different languages affect each other and whether there are learner-general or language-specific motivational profiles across learners in multilingual contexts.

The research questions of the present study were therefore a) are there attitudinal and/or motivational differences between learners of different SFLs b) how do attitudes to English, language background and gender interact with SFL motivations and c) are there different motivational profiles of SFL learners in Sweden.

The current study investigated attitudes to English (N=138) and the motivation to study German (n=45), Spanish (n=34) and French (n=59) of 9th grade SFL learners (age 15) of fifteen schools, randomly selected from a larger sample. Using an electronic questionnaire, we examined different attitudinal, motivational and affective constructs (instrumental motivation (7 items; Lambert & Gardner, 1972), L3 ideal self (9 items; Dörnyei, 2009), Willingness-to-communicate (WTC; 8 items; McCroskey and Richmond, 1991) and foreign language classroom anxiety (FLCA; 9 items; Horwitz et al., 1986). Cronbach's alphas for all but the instrumentality scale were over .80.

Preliminary results showed that despite different popularity of SFLs, there were no significant attitudinal and/or motivational differences between learners of different SFLs. Overall SFL learners did not express attitudes confirming strong "English-is-enough"-attitudes. Relating the constructs to each other we found, however, that the more English was considered important ($r = -.28, p=.001$) and instrumentally sufficient ($r=-.19, p=.33$), the more negative were the learners' ideal L3 selves. There was no significant correlation between attitudes to English and instrumental SFL motivations. A gender effect showed that females had more positive ideal L3 selves ($F(1,124)= 7.0, p=.009$), lower FLCA ($F(1,130)=8.78, p=.004$) and less WTC than males. A cluster analysis will show whether different attitudinal, motivational and affective variables will reveal different motivational profiles of Swedish SFL learners.

The results so far support findings by Henry (2012) who found a negative relationship between ideal L2 and L3 self. Hypotheses by Oakes (2013) who suggested that an "English-is-enough"-attitude would usurp instrumental SFL motivations was not supported. The results will be discussed in view of how different attitudinal and motivational constructs interact and, whether there are general or language-specific motivational profiles across learners in multilingual contexts. Finally we will discuss implications of our findings for theorizing the motivational construct within SLA studies.

Replicating instructed-second-language-acquisition-research: Can alterations in grammar instruction enhance acquisition? The case of Spanish TAM

Poster

Keywords: Replication study, instructed second language acquisition, TAM (tense, aspect, mood) in Spanish

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Abstract: The poster explores the acquisition of Spanish TAM by German-L1-speakers and compares findings of oral spontaneous speech production data with instructional input in two studies, separated by a ten-year-time-interval. The studies (Hinger 2016, Daucher in progress) were conducted in the same school and the same grade, keeping the year of learning Spanish and the age of the participants equal. Study 2 replicated the research design of study 1 but modified grammar teaching according to the results of study 1.

Study 1 asked for the relationship between the TAM-instruction and the learners' interlanguage development. Two data sets were collected: a naturalistic, third-year-of-learning-Spanish classroom observation during one semester; spontaneous oral production elicited three times (beginning, middle and end of semester) by using two tasks (a communicative information gap taken in pairs and a monologic task). The task topics referred to teaching contents, though neither task types nor task requirements were made transparent to avoid rehearsal. Both data sets were digitally audio-recorded and transcribed. The study did not specify its goal to the participants to avoid any kind of bias.

The classroom observation data indicated that 69.90 % of the instruction time on grammar were allotted to TAM, being the highest amount of the total grammar input. The results of the spontaneous speech data revealed that the learner language followed the TAM-order, confirming other studies (e.g. Bardovi-Harlig 2000, Collentine 2010, Montrul 2004, Salaberry/Ayoun 2005). Furthermore, the learners showed robustness in the use of tense and aspect whereas mood only emerged in some learners. Hence, though TAM was given a considerable amount of instruction time not all TAM-features were acquired. Thus, the triangulation of the two data sets confirmed the gap between grammar instruction and acquisition, coined as „inert knowledge problem“ (Larsen-Freeman, 2009) and discussed controversially in the (non)-interface debate (e.g. Norris/Ortega 2000, Spada/Tomita 2010, Goo et al. 2015).

Study 2 (Daucher, in progress) asked whether reducing the amount of TAM-instruction and adjusting it to the interlanguage development would alter results in spontaneous *præ* speech production. Therefore, the replication study modified the pathway of TAM-instruction by taking into account its development in the learner language (see Teachability Hypothesis, Pienemann 1989). Furthermore, the amount of grammar instruction was reduced by enhancing work on productive language skills. The poster presentation compares and discusses the results of both studies and draws tentative conclusions for instruction.

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When: 2019-08-30, 10:00 - 11:30, Where: Hall

The Role of Language Structure & Bilingual Status on the Cross-Linguistic Transfer of Phonemic Awareness Skills in Young Bilingual Children

Poster

Keywords: Phonemic awareness, bilingualism, Cross-linguistic transfer

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Abstract: Researchers and educators continue to investigate how young sequential bilinguals, those who learn a first language (L1) at home and a second language (L2) at school, transfer their phonological awareness skills from one language to the other to facilitate literacy development. Structural aspects of phonology in general and consonant clusters in particular have, however, received relatively little attention, especially with regard to potential acceleration effects among very young children. Available research postulates that exposure to two languages renders structural differences and similarities between two languages more salient, thereby allowing bilingual children to form representations of language structure at a more abstract level. Therefore, accelerated performance on phoneme tasks and reading appears to be related to one's experience with the languages in question. Others have suggested that acceleration is instead a result of being bilingual as a whole. The question then arises: does the transfer of phonemic awareness result from the acquisition of two linguistic systems in and of itself, unaffected by the types of the two systems, or is it influenced by the specific structural nature of the languages brought into contact?

I compare the performance of pre-literate and early literate bilingual children on phonemic awareness tasks, focusing on the onset of word stimuli in their L1 (Polish or Spanish) with that of their performance on parallel English (L2) language tasks. My purpose is to determine whether there is a significant relationship between a child's two languages related to structure and the age at which phonemic awareness skills appear to emerge. I have selected Polish and Spanish for their contrasting phonotactic rules in the position of onset consonant clusters. Employing a longitudinal design, participants are children enrolled in English-language schools in Edinburgh, UK, in Preschool and Primary 1 (ages 4 to 6 years), that are Polish- or Spanish-bilinguals, or English monolinguals. During the Winter 2019 semester, subjects will participate in tests of verbal and nonverbal intelligence and several phonemic awareness tasks: phoneme matching, phoneme blending, and phoneme deletion. Bilingual participants complete these phoneme tasks in both their L1 and L2. In approximately one year, these same participants will complete the tasks again to evaluate developmental changes.

My early analysis anticipates that bilingualism in general positively affects bilingual participants' scores in comparison to their monolingual peers, and that the complexity and frequency of a consonant cluster structure in an L1 has a further positive role on the bilingual participant's performance on phonemic awareness tasks in both languages. The results from the first stage of my study will be available early Summer 2019, and seek to complement existing research on bilingualism to confirm a strong link between bilingualism, language exposure, and phonological processing skills.

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When: 2019-08-30, 10:00 - 11:30, Where: Hall

Digital game-based learning for the development of L2 reading skills: The need of effective feedback

Poster

Keywords: effective feedback, digital games, L2 reading skills

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Abstract: Linguistic feedback has been defined as information given to language learners to inform them about their performance and progress (Hattie & Timperley, 2007). Considering the essential role of feedback in terms of raising achievement, especially among young learners, researchers have pointed out the need to examine the way feedback is designed in digital language games, which are one of the fastest growing learning tools nowadays. Hattie & Timperley (2007) describe different levels of feedback, ranging from outcome feedback (i.e. intended to support surface-level learning; e.g. “you got five right answers”) to elaborative feedback (i.e. intended to support deeper-level learning; e.g. “remember that the same spelling can be pronounced in different ways in English”).

The present study undertakes a critical examination of the types of feedback available in four widely-used digital mini-games designed to foster young EFL learners’ reading skills. To this end, a group of 18 nine-year-old Spanish EFL learners participated in the study. The students were recorded as they were engaged in a playing session with the researcher using the above-mentioned reading games. After the playing session, the participants were interviewed regarding the games, the type of feedback they had received while playing, and their feeling of learning and achievement.

The analysis of the types of feedback available in the four mini-games as well as the critical incidents that the children experienced while playing revealed inconsistent and sometimes unhelpful outcome feedback, and a total absence of elaborative feedback. The students’ responses in the interviews confirm these findings, as they suggested that while outcome feedback is considered important to boost motivation, alternative forms of feedback which promote understanding of target features at a deeper level seem to be essential for effective learning to take place.

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Crosslinguistic influence in the processing of L2 verb semantics? An auditory ERP study

Poster

Keywords: semantics, ERP, cross-linguistic influence

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Abstract: Second language (L2) learners experience challenges when word meanings differ across source and target languages, and often display effects of crosslinguistic influence (CLI) in speech production (e.g. Jarvis & Pavlenko, 2008). However, for comprehension, event-related potential (ERP) studies of L2 semantic processing have rarely reported effects of CLI. However, previous ERP studies of semantic processing typically examine the processing of gross semantic violations, such as comparing *cry* and *hot* in the sentence *the pizza was too...to eat* (Kutas & Hillyard, 1980). If more fine-grained semantics are considered, semantic processing may well be subject to CLI.

We therefore explored how L2 learners process fine-grained L2 verb semantics that are either shared or not shared with their first language (L1). We examined three Swedish placement verbs, *sätta* 'set', *ställa* 'stand', and *lägga* 'lay', which are obligatory for describing placement on a surface with support from below (Viberg 1998). Verb choice depends on the located object's properties, such as shape, orientation and presence of a base (Gullberg & Burenhult, 2012). In contrast, English has one general placement verb (*put*), whereas German has specific verbs similar to Swedish (*stellen*, *legen*, *setzen*; Narasimhan et al., 2012).

In an auditory ERP study we compared English ($n = 7$) and German ($n = 11$) learners of L2 Swedish to native Swedish speakers ($n = 20$). We predicted that English and German learners would differ in their processing of Swedish placement verbs depending on degree of L1-L2 similarity in semantic granularity. We expected German learners (L1-L2 similar verb semantics), to display more Swedish-like processing than English learners (L1-L2 dissimilar verb semantics).

Participants watched still images of objects being placed on a table while listening to sentences describing the placement using all three verbs for each event across participants. Participants performed an offline appropriateness rating task (1-6 on a Likert scale) after the ERP session. In both tasks object shape (symmetrical/asymmetrical), orientation (horizontal/vertical), and presence of base (with/without) were manipulated.

The results revealed that learners' and native speakers' offline ratings of appropriateness did not differ. However, there were differences in the ERP effects. In Swedish native speakers a biphasic response consisting of a larger anterior negativity followed by a P600 were elicited when placement verbs were incongruent with object orientation (e.g. *ställa* 'stand' with a candle placed horizontally on a table). German learners processed the placement verbs similarly to Swedish native speakers. Specifically, their ERP response was biphasic when placement verbs were incongruent with how the objects were oriented relative to the ground. However, in contrast to Swedish native speakers the response consisted of an anterior positivity with the P600 rather than an anterior negativity. Previous L2 studies have related such an anterior positive effect to learners allocating more attentional resources to an unexpected word. The ERP effects in English learners showed a more complex pattern that could be construed as the same effect for all verbs with vertical placement disregarding congruency. This pattern suggests a difficulty of processing verb semantics not present in L1 during online comprehension.

The results overall suggest CLI in the online processing of fine-grained verb semantics, although no effects were detected in offline metalinguistic judgments. The findings are in line with results in the domain of L2 morphosyntax similarly suggesting that CLI is not a simple matter of presence or not. Instead different measurements highlight different aspects of it.

When: 2019-08-30, 10:00 - 11:30, Where: Hall

The development of parallel phonemic inventories in early sequential bilinguals – Comparisons with Voice Onset Time and French Liaison

Poster

Keywords: phonology, cL2 learning

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Abstract: At a time when several studies have explored the development of parallel phonemic inventories in simultaneous bilinguals (see Hambly, Wren, McLeod & Roulstone, 2013 for an overview), longitudinal studies on young children learning a second language (L2) are still rare. Available studies report negative cross-linguistic influence to varying degrees in one or both directions (*idem*). At the same time, phonetic–phonological studies on adult L2 learners rather focus on specific aspects, e.g. vowel quality or voice onset time (VOT). Nevertheless, little is known about the potential relationship between the development of a new phoneme inventory and that of more specific phenomena. This study aims to (i) describe the development of parallel phoneme inventories in four early sequential Swedish-French bilinguals and (ii) relate the observations to the children’s performance on tests focusing on VOT and French *liaison*.

This multiple case study follows the development of the French and Swedish phoneme inventories in four child L2 learners (L1: Swedish, L2: French) during their first years in an immersion nursery school, from approximately 3 to 6 years of age. All children started learning French when they started at the school (age of onset of acquisition: 2;10–3;5). The analysed material consists of three recordings at approximately one-year intervals and includes both spontaneous data and specific tests used in speech language pathology (SLP). The tests are based on pictures eliciting single-word utterances and target the two language’s phonemes in a range of syllabic positions. The children were tested in both Swedish and French each time. Errors were counted and classified as affecting (i) segments or categories of segments (e.g. producing [j] for /r/ or devoicing stops), (ii) syllable structures (e.g. cluster reductions: /str/ → [st]), or (iii) word structures (e.g. syllable reductions or reduplications, [bebemō] for /bib(ə)ʁō/).

Results indicate both differences and similarities between the four participants. As a general difference, the children represent different levels of phonological development in their L1, Swedish, and are more or less intelligible at the beginning of the observation period. This variation is also reflected in the French productions. More specific differences regard the number of errors and the categories present, Swedish influence on French productions, and the state of the phoneme inventories at the end of the observation period. As for similarities, the four children display development in both languages over time. Moreover, they all show difficulties with French segments at some point, only some of which can be explained by a contrastive analysis. Finally, the children’s French phonologies do not seem to influence their L1, Swedish.

The results from the SLP tests are put into the perspective of previously published data on the same children’s productions of *liaison* and VOT (Splendido 2014). Although the child with the fewest errors in the SLP test also performed the most L1-like on *liaison* and VOT, such parallels between the tests are less clear for the other children. Indeed, a qualitative analysis of the types of errors present in the children’s SLP tests seems more relevant than a mere quantitative one.

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Abstract Syntactic Representation in a Second Language: An Investigation of Processing wh-movement by Jordanian-Arabic Speakers of English

Poster

Keywords: Wh-movement, second language processing, self-paced reading

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Abstract:

Whether L2 processing of wh-movement makes the same use of syntactic knowledge as L1 processing is a controversial issue. This study builds on previous studies by Stowe (1986) (native English), Aldwayan et al. (2010) (L1-Najdi Arabic L2-English) and Canales (2012) (L1-Spanish L2-English) to investigate L2 processing of filler-gap in wh-sentences by a new population (L1-Jordanian-Arabic), whose L1 lacks wh-movement.

Focusing on pairs such as (1a-b) and (2a-b) in a self-paced-reading study, Stowe (1986) found that L1-English speakers slow down at *Sam* in the embedded wh-question (1b) relative to *Sam* in the if-clause (1a). This provides evidence for incremental processing: when the parser encounters wh-phrase like *who* (1b), it attempts to posit gaps after each gap licenser (i.e., verb or preposition) it encounters. Further, there was no difference in processing time of *James* in (2a-b), suggesting that the relative clause in (2b) is processed as a wh-island within which the parser does not attempt to posit gaps.

- 1 a. The manager asked if Ethan will meet **Sam** with Jeff outside the office.
b. The manager asked who Ethan will meet **Sam** with_outside the office.
- 2 a. The doctor investigated if the nurse that vaccinated **James** last April harmed the child at the hospital.
b. The doctor investigated who the nurse that vaccinated **James** last April harmed at the hospital.

In L2 research, some evidence (e.g. Marinis et al., 2005) suggests that L2 learners underuse syntactic information during parsing. However, other studies, including quasi-replications of Stowe (Aldwayan et al; Canales), have found that L2 learners exhibit the same syntactically relevant slowdowns as native English speakers, suggesting that L2 processing is constrained by structure. The present study expands the evidence-base by means of a further quasi-replication with a different L2 population.

40 Jordanian-Arabic speakers of English of intermediate-level L2 proficiency participated in a self-paced reading study, in which sentences such as (1a–2b) were presented word by word. The Filled Gap experiment (1a-b) investigated whether the participants process English wh-sentences incrementally. The Relative Clause Island experiment (2a-b) investigated whether syntactic island constraints are applied during L2 processing. Tables 1 and 2 summarise the results of the two experiments.

The Filled Gap experiment reveals a distinctive, and statistically significant, slowdown at the object filled gap in the wh-clause in contrast to the same region in the if-clause ($t=2.40$). By contrast, in Relative Clause Islands, there is no evidence of a slowdown in the wh-clause ($t=0.62$). This pattern matches the patterns found in native English, thereby suggesting that the L2 participants process incrementally and apply syntactic constraints. Further, these findings corroborate the L2 findings by Canales and Aldwayan et al. Together, this set of data provides strong evidence that L2 processing exploits the same syntactic knowledge (e.g. wh-constraints) as L1 processing.

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Table 1: Mean reading times (ms) at the embedded subject and object positions in the Filled Gap experiment

Clause-type	Filled Gap	
	Subject	Object
If-	724	621
<u>Wh-</u>	745	770

Table 2: Mean reading times (ms) at the embedded subject and object positions in the Relative Clause Island experiment

Clause-type	Relative Clause Island	
	Subject	Object
If-	669	643
<u>Wh-</u>	686	665

L1 effects on the development of L2 subordination

Poster

Keywords: subordinate clauses, L1 effects, L2 development

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Abstract: There has been extensive research on subordinate clauses in both first and second language acquisition (SLA, e.g. Baten and Håkansson, 2015; Gass and Lee, 2007; Müller and Penner, 1996). Previous studies approached subordination both as an acquisitional target that has its own developmental characteristics and sequence and as descriptor of learner language to gauge proficiency, describe performance, and benchmark development, especially within the task-based SLA framework of complexity, accuracy, and fluency (CAF, Ortega (2012)). However, despite an already extensive research in L2 subordination, most earlier studies either measure subordination as a unitary construct of global syntactic complexity (Lambert and Kormos, 2014) or focus on the development of one type of subordinate clauses like relative clauses (RC, Gass and Lee, 2007). Finer distinctions of different types of subordination and the influence of L1 on the acquisition of L2 subordination are under-researched.

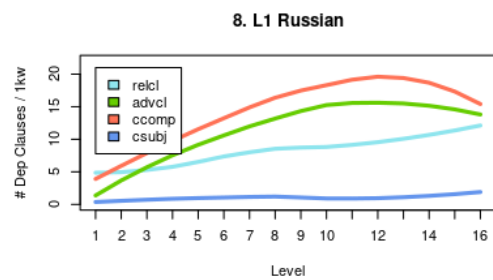
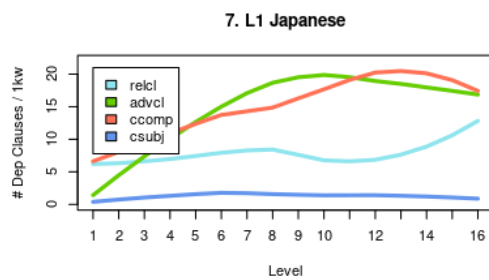
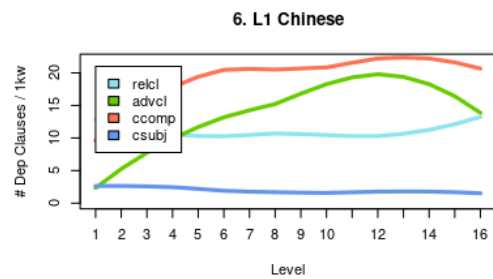
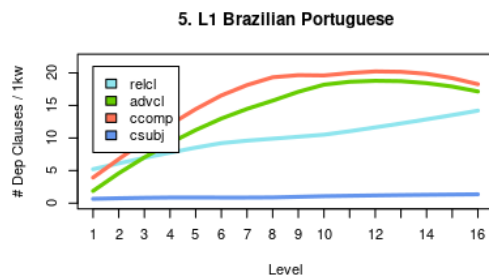
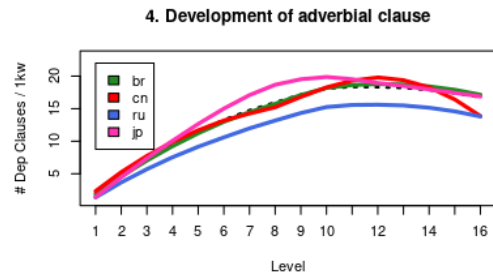
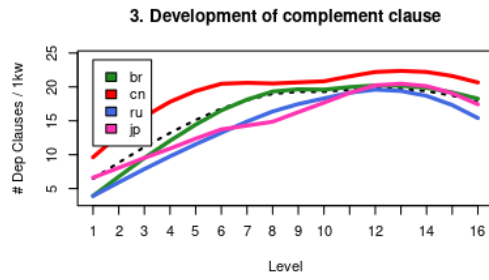
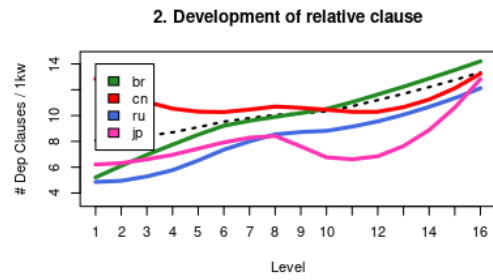
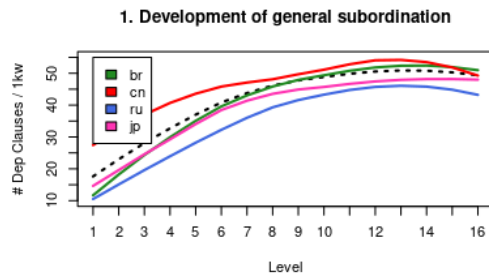
The current study tries to address these issues by making use of a large learner corpus consisting of millions of writings by thousands of English learners from a wide range of nationalities across the proficiency spectrum and a dedicated tool for the automatic extraction of subordinate clauses with state-of-the-art natural language processing (NLP) technologies. The tool is capable of identifying different types of subordination as well as extracting information of the clauses like clause texts, subordinators, antecedents of RCs etc. A systematic validation of the tool is being conducted, although modern NLP tools have reached a near-perfect level of accuracy in parsing, which is where our tool extracts the subordination information.

A balanced sample of 31,040 texts from 16 proficiency levels (mapped to CEFR from A1 to C1) were extracted from the corpus. Subordinate clauses were extracted from each text by the tool. Preliminary analysis of four L1 groups (Brazilian Portuguese, Chinese, Russian, and Japanese) shows that the usage of subordination increases steadily with the development of proficiency (Panel 1, Figure 1). However, L1 variation exists. Chinese learners use significantly more subordinate clauses than the other L1 groups. This is mainly driven by the excessive use of complement clauses but not adverbial or relative clauses (Panels 2–4). Within each L1 group, there is also variation in the development of different types of subordinate clauses. For instance, while the Brazilian and Russian groups show steady increase in complement, adverbial, and relative subordination (Panels 5 and 8), the Chinese group shows little development in the use of RC (Panel 6). Explanation of these phenomena are being sought from the typological differences between the L1 and L2.

The study answers calls by Ortega (2012) and Lambert and Kormos (2014) to have more fine-grained distinctions when studying subordination. It also shows how SLA researchers can benefit from NLP technologies for the automatic analysis of large amount of learner language for the discovery of phenomena that were formally impossible with traditional analytical methods.

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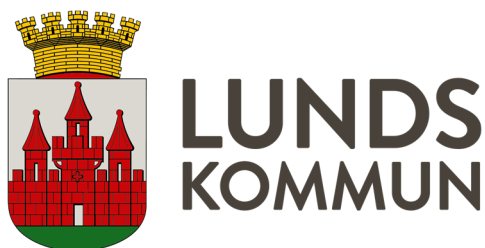
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